

Repositioning Secondary  
English  
Pre-service Teachers as  
Bricoleurs

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# Declaration

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November 2006

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# Abstract

This thesis investigates the discourses that were present in one teacher education site in Tasmania over a two-year period. This involved both the investigation and analysis of teacher education practices as well as pre-service teachers' responses to such practices. The research is ethnographic, focusing in particular on the discourses produced by Secondary English pre-service teachers in the construction of their subjectivities.

This thesis draws from post-critical writing pedagogy, discourse analysis and feminist poststructuralist theory, arguing that subjectivity is fragmented, multiple and fractured rather than fixed and unitary. The research strongly argues that teacher education practices of personalising experience through the use of the genres of narrative, biography and autobiography constrain subjectivity. Furthermore, researching the personal through teacher research and action research focuses on the research process rather than the writing process. This research repositions the personal as a product of discourse, rather than personal experience, by repositioning research as writing (Lee 1995/1996, 1998) and discourse analytic techniques as significant in providing Secondary English pre-service teachers with the semiotic space to reconstruct pedagogy.

The dominant discursive positions that were made known in relation to the Secondary English pre-service teachers are identified using a grounded theory approach and further elaborated using discourse analysis. The dominant discourses of the teacher education site were also analysed in conjunction with the Secondary English pre-service teachers as part of the emancipatory intention of the study. The initial analysis of data from the first year of the study resulted in the implementation of an interruptor strategy on subjectivity (McWilliam 1995), through the process of research as writing (Lee 1995/1996, 1998), to displace Secondary English pre-service teachers' initial, fixed assumptions of teaching. The deconstructive process of double reading (Grosz 1989; Lather 1996, 2004) as well as collaborative rewriting practices, worked towards displacing, repositioning and in the process redesigning subjectivity and pedagogy. Reciprocity is positioned as a critical and productive part of the study in the displacement and repositioning of subjectivity.



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## CHAPTER 1

# Introduction

## 1.1 Overview of the thesis

### 1.1.1 The aims of the research

One of the pre-service teachers mentioned that she had an “ah haa moment” when she realised that as teachers you needed to have theory. I think the resistance and reluctance to having their own theory relates to their own learning, especially at university. They did not have to prescribe and take ownership of a theory, only discuss and critique theory. How can you translate this into the classroom? How can you assist pre-service teachers in developing their own theory? (Research Journal, 17 April 2003)

The research initially generated from observations of pre-service teachers in a Middle School English classroom in one teacher education site in Tasmania. The above extract is from the researcher’s journal which recorded observations of pre-service teachers in three university English classrooms to identify issues or themes that were important to them. The ‘ah haa’ moment that happened to this particular pre-service teacher in her first month of a Bachelor of Teaching degree was the realisation that as a teacher she needed to be informed by theory. It also provided insight for the researcher in questioning how the research could assist pre-service teachers in developing their own theoretical and pedagogical practice. The extract also recognises that these pre-service teachers, who already have an undergraduate degree, are not used to taking ownership of their practice.

These initial observations and realisations together with the researcher’s own experiences of the Bachelor of Teaching program provided the basis for the research. The researcher’s own experience of undertaking Honours had displaced her initial assumptions of teaching and learning. A critical feature of this initial Honours experience was the idea of providing this textual and representational experience to other pre-service teachers in their reconstructions of pedagogy and subjectivity so that they could obtain ownership of their pedagogies. This

transformational experience together with the need 'to be of use' (Lather 1996, 1999) in literacy education and teacher education refined the research to focusing on understanding Secondary English pre-service teachers' experiences in one teacher education site. To understand these initial insights the research involved both the investigation and analysis of teacher education practices as well as Secondary English pre-service teachers' responses to such practices.

The specific site of this doctoral investigation is a Secondary English university classroom in Tasmania. The research involved studying twenty-six pre-service teachers in this classroom during their Bachelor of Teaching degree from March 2003 until November 2004. The twenty-six pre-service teachers came to the Bachelor of Teaching degree with a previous degree – many of whom hold an Arts degree. These pre-service teachers ranged in age from twenty-two to forty-seven. About half of these pre-service teachers were in their late twenties or older and had worked in other professions, such as journalism, English as a Second Language teachers, social work and hospital administration.

The Bachelor of Teaching program in which these pre-service teachers enrolled is an undergraduate program offering a two-year Bachelor of Teaching degree in three specialisations: Primary School, Middle School and Secondary School teaching. The program has curriculum and method classes as well as a professional practice component based around the practice of teaching. The program also offers four practicum experiences which range in duration and levels of competencies over a two-year period. The initial aim of the research focused on understanding how six pre-service teachers, two from each of the Primary, Middle School and Secondary specialisations, gained and applied their knowledge of English/Literacy teaching. Understanding how they gained and applied this pedagogical knowledge involved the immersion of the researcher in each of these three different curriculum areas as well as the pre-service teachers' courses in pedagogy and classroom practice.

As the research progressed, however, the focus moved from the six pre-service teachers to a study of the discursive experiences of the twenty-six Secondary English pre-service teachers. An initial analysis of the data found that the Secondary English pre-service teachers were the most resistant in this teacher education site. Resistance was treated as a revealing function (Giroux 1983) of the research and in the process changed the initial aim of the research into

understanding how Secondary English pre-service teachers constructed their subjectivities. This analysis of the data, which occurred simultaneously with the collection of data, demonstrated how the conflicting and contradictory discourses of one teacher education site positioned pre-service teachers.

The next stage of the research involved the researcher, in collaboration with the senior lecturer of the Secondary English course, constructing the Secondary English pre-service teachers' second year assessment tool. This assessment tool focused on Secondary English pre-service teachers viewing research as writing (Lee 1995/1996, 1998) and involved collaborative feedback and rewriting practices. These writing projects also contained discourse analytic techniques (Rowan 2001) that sought to displace the pre-service teachers' initial assumptions of teaching and learning. These writing projects were constructed with the intention of assisting the Secondary English pre-service teachers in moving from 'a pedagogy of opposition' (Giroux 1983) to transforming their own subjectivities and pedagogies. As Davies argues, 'The question becomes one of how resistance can be best organised and staged through collective shifts in discourses, and through positioning oneself differently in relation to those discourses' (1994, p.34).

### 1.1.2 An overview of the thesis

This thesis examines how Secondary English pre-service teachers construct their subjectivities in one teacher education site. This involves an examination of the multiple and contradictory discourses of one teacher education site and how these discourses both construct and constrain subjectivity. The thesis also examines how the writing projects, undertaken by the Secondary English pre-service teachers, reposition their subjectivities and how this repositioning has direct implications for students' literacy learning. The research investigates how the discourses of one teacher education site either produce or reproduce pedagogical practice.

The thesis is located within poststructuralist and feminist frameworks that position language as a representation of experience and acknowledge that people are positioned in their reading and writing in relations of power. Experience is seen to have meaning only through discursive systems of meaning, which in turn maintain and contest social power through language (Rhedding-Jones 1995, p.481). This thesis views pedagogy as text (Lather 1992a) and therefore views pre-service teachers' reading and writing of their pedagogies as constructed in relations of power. This is considered as critical in relation to school students in 'how we come



to “read” pedagogical practices and student behaviours’ (Finders 1999, p.259). The process of double visioning (Davies 1994) or double reading (Grosz 1989; Lather 1996, 2004) pedagogy is positioned as significant in this research by endeavouring to make visible for pre-service teachers the powerful and contradictory discourses they occupy in teacher education.

The double reading process (Grosz 1989; Lather 1996, 2004) draws from Derrida (1976, 1997) the notion of deconstruction as significant in the displacement and repositioning of subjectivity. Deconstruction is used to open up texts and textual practices and, in this particular case, pedagogy, to multiple readings and interpretations. The double reading process (Grosz 1989; Lather 1996, 2004) involves three distinct stages. The first stage involves identifying the binaries and oppositions that structure an argument. The second stage is about reversing or displacing these negative terms with a positive term. The last stage is about the displacement of the binary oppositions, which results in a less coercive organisation of terms (Grosz, cited in Lather 2004, p.205).

The double reading process (Grosz 1989; Lather 1996, 2004) is used in three particular ways within this thesis. Firstly, it is used as a conceptual framework for the research design. The first year of the research seeks to understand the oppositions and resistances within teacher education discourses and Secondary English pre-service teachers’ discursive experiences of these discourses on their subjectivities. The second year of the research seeks to reverse and/or displace these oppositions, which in turn will hopefully provide semiotic space for pre-service teachers to reconstruct their subjectivities and pedagogies. This stage involves the pre-service teachers learning to read their pedagogies ‘against the grain’ (Cochran-Smith 1991, 2004; Cochran-Smith & Lytle 1993; Davies 1992; De Lauretis 1987; Taylor 1995).

Secondly, the double reading process (Grosz 1989; Lather 1996, 2004) is further enacted as a displacement strategy on the Secondary English pre-service teachers’ subjectivities by the implementation of the writing projects, which considers research as writing (Lee 1995/1996, 1998). This thesis aims to use the structural and linguistic features of the research text both as a genre and as a writing process to displace subjectivity. The research text represents a way of making visible the different performances of the self (Kamler 1997).

A critical point in choosing the research text and its writing process is the ordering and reordering of the chapters as well as the rewriting (Lee 1995/1996). This genre, rather than the traditional personalised genres of narrative – biography and autobiography – positions writing as ‘assembling according to designs’ (Kress 2003, p.6). Research as writing (Lee 1995/1996, 1998) is seen as not only a site for the production and design of subjectivity but also, through the use of poststructuralist theory (Davies 1994; Foucault 1980; Kamler 2001; Kress 1985; Rowan 2001; Weedon 1987, 1997), as a site of intervention on subjectivity (Lee & Boud 2003; Threadgold 1993).

The writing projects, through research as writing (Lee 1995/1996, 1998) as an intervention strategy, also seek to displace and reposition pre-service teachers’ subjectivities through the utilisation of collaborative and explicit feedback and discourse analytic techniques (Rowan 2001). Lastly, the double reading process (Grosz 1989; Lather 1996, 2004) or double visioning process (Davies 1994) is applied to the data in the analysis stage of the research with the aim of interrupting the researcher’s own readings of the data. This last stage recognises that to put data into categories ‘is an act of power’ (Lather 1991a, p.125).

This thesis positions double visioning or double reading practices (Davies 1994; Grosz 1989; Lather 1996, 2004) as central to interrupting and repositioning pre-service teachers’ initial assumptions of teaching. The words interruption and disruption are applied and read in different ways within the thesis. These multiple readings, both in the data and in the thesis, depend on how pre-service teachers are positioned in reading certain discourses (Kress 1985). The process of double visioning both ‘within and against’ (Lather 1991a, 1991b) teacher education discourses is considered critical in seeking to provide alternative spaces for pre-service teachers to re-design and reconstruct subjectivity and pedagogy. The term ‘within and against’ is about both ‘doing’ practice and ‘troubling’ practice simultaneously (Lather 2001). This thesis aims to provide Secondary English pre-service teachers with both these practices. It suggests that discourses that are positioned in ‘being done to’ rather than ‘doing’ practices position pre-service teachers as passive, controlled subjects of discourse rather than authors of their own pedagogies and subjectivities (Lee 1993).

By double visioning (Davies 1994) or double reading practice (Grosz 1989; Lather 1996, 2004) this research seeks to put under erasure (Derrida 1976) or destabilise

(Lather 1995) pre-service teachers' initial readings and assumptions of teaching. The analysis of discourses produced in the research suggests that when pre-service teachers reproduce – rather than actively provide – productive accounts of pedagogical practice they are dislocated from establishing authority and ownership of their pedagogies and position students inequitably in the classroom. Another discursive effect of not being able to double vision (Davies 1994) pedagogy is that these pre-service teachers stay positioned as students because they cannot recognise their experience of being within and constituted by the master discourses (Davies 1994; Luke & Gore 1992).

This thesis is informed by critical pedagogy in the way that it seeks to offer agency, critical consciousness and critical subjectivity (Lankshear 1994; Lather 1996, 1997). These three terms will be discussed separately in relation to the research. Firstly, agency is defined as 'the power that mobilises existing discourses in new ways, inverting, inventing and breaking old patterns' (Davies 1991, p.51). In relation to the research, through the implementation of the writing projects, this is about offering pre-service teachers a way of inventing and producing their pedagogical practices.

Secondly, critical consciousness is seen to have four central qualities: an awareness of how power is exercised in society; an awareness of being able to critically analyse texts for ideological meanings; an awareness of being able to recognise and challenge these social and political values and lastly an awareness to take the initiative and transform school and society from undemocratic and unequal distributions of power (Shor, cited in Lankshear 1994, p.22). This thesis seeks to use the writing projects to assist the Secondary English pre-service teachers in becoming critically aware of their own actions in being a teacher. Lastly, critical subjectivity is seen to be produced by double practice (Lather 1997, p.239). This is about providing pre-service teachers with a way of deconstructing their subjectivities.

Acknowledging that critical pedagogy has been criticised as another successor regime (Lather 1996), it still provides important implications for critiquing pedagogy and emphasising the importance of agency. This thesis positions critical pedagogy as central to 'interrupting particular historically situated systems of oppression' (Lather 1992a, p.121). Pre-service teachers have been traditionally constructed as problematic in teacher education and educational research in their

resistance to reflect and to take up new pedagogical practices. Repositioning and interrupting pre-service teachers' initial assumptions of teaching involves a repositioning of the traditional binary categories of teacher education and literacy education. These traditional binary categories relate not only to the biological notions of male and female but are also 'metaphors of generalised relations between "doing" and "being done to"' (Lee 1993, p.248).

This thesis suggests that positioning pre-service teachers in 'being done to' categories can constrain subjectivity and produce binary categories (Lee 1993). Some of the binary categories displaced in this thesis are: research as writing rather than as a research process; the writing process as co-productive and collaborative rather than individual; the personal as discursive rather than lived experience; supervision as collaboration rather than control; knowledge as collaboratively produced rather than individually transmitted and gender as socially constructed rather than biological.

This thesis seeks to develop a critical discourse that provides a theoretical basis for alternative approaches to the teaching of literacy pedagogy which also works towards restructuring teacher education practices. It problematises teacher education practices of researching and investigating the personal through the teaching of the genres of narrative, biography and autobiography and action research. It aims to challenge experiences based on personal, lived experience and to suggest new ways of establishing teacher education practices that focus on collaborative, discursive and productive practices.

### 1.1.3 Justification of the research

This thesis argues that the university is being displaced as the primary site for the production of knowledge (Lee, Green & Brennan 2000), which has consequences for the hierarchical positioning of the dominant discourses in teacher education and in the construction of subjectivity of pre-service teachers. This thesis argues for the repositioning of the traditional discourses of teacher education to reposition subjectivity and pedagogical practice to meet the demands of societal change and to provide alternative spaces in the construction of subjectivity of pre-service teachers. The justification for this research is that repositioning pedagogy to cater for new theories of representation demands a displacement and restructuring of the traditional binary categories of teacher education practices, such as the personal/rational.

Teacher education has traditionally focused on the specific genres of narrative, biography, autobiography and life history as textual practices which encourage the personal and responsive in the examination of pre-service teachers' initial assumptions of teaching to reposition pedagogy. This thesis argues that these particular genres naturalise particular ways of thinking and result in the personal being largely untheorised, constrained and unread (Finders 1999; Kamler 2001). In effect, these traditional categories of thought need destabilisation (Lather 1995). Destabilising these traditional binary categories of thought involves pre-service teachers learning to work both within/against teacher education discourses (Lather 1991a, 1991b).

This thesis views all writing as personal (Kamler 2001) and therefore positions research as writing (Lee 1995/1996, 1998) as an alternative to repositioning the personal. The structure of the research text and the genres of argument, report and exposition which are mainly utilised in research all work to reposition English pre-service teachers' subjectivities and pedagogies. Genre, however, cannot alone reposition pre-service teachers' subjectivities as it has its basis in linguistics, does not provide a theory of discourse, and therefore constrains subjectivity (Kamler 2001; Lee 1997). This thesis suggests that repositioning English pre-service teachers' subjectivities also involves feminist, poststructuralist strategies to problematise the personal by opening up alternative spaces to reconstruct subjectivity and pedagogy.

This thesis argues that constructions of literacy and literacy pedagogy that have singular, fixed notions of practice are presently being displaced by pluralist and productive notions of practice as a result of societal and technological change. Pre-service teachers, specialising in literacy and literacy pedagogy, need to displace and reposition their initial, fixed, singular notions of literacy into more flexible, productive repertoires of pedagogical practice. Productive pedagogical practices infer notions of agency and desire. This thesis strongly argues that teacher education institutions through their discourses constrain pre-service teachers from reconstructing subjectivity and pedagogy (Gore 2002; McWilliam 1993, 1995). These discourses have the discursive effect of producing a discourse of needs rather than one of desire and agency in pre-service teachers in their constructions of subjectivity and pedagogy (McWilliam 1993). These discourses furthermore

have the discursive effect of positioning pre-service teachers in reproductive rather than productive practices.

This thesis situates agency as significant in changing pre-service teachers' initial assumptions of teaching by changing reproductive, singular, fixed notions of literacy practice into pluralist, productive and interactive practices. The term re-design rather than redesign, which is similar to Taylor's use of re-production, is positioned as significant in this thesis to 'emphasis agency in the social processes involved, and therefore the potential to change' (1995, p.5). When pre-service teachers do not relocate or re-design their pedagogical practices into more productive and interactive notions of literacy practice, they remain situated in the very traditions that they hoped to change (Britzman 1991). Transforming pre-service teachers' literacy pedagogies is about transforming and changing current teacher education practices into more productive, interactive and collaborative forms of pedagogical practice.

In relation to pre-service teachers it is critical that they are made makers and critics of pedagogy rather than just consumers (Kamler 2001). Pre-service teachers need to be able to invent and design new pedagogical practices rather than reproduce pedagogical practice. School students are presently being repositioned as 'learner, transformer/maker' (Kress 2002, p.134). The shift in the way society communicates also has the effect of producing interactivity which is about the user being able to 'write back' to the producer of a text as well as permitting the user to enter into associations with other texts (Kress 2003, p.5). This has implications for changing teacher education practices from teacher-centred, reproductive practices into student-centred, collaborative, interactive and productive practices. Displacing fixed assumptions of teaching in pre-service teachers thinking is about displacing the traditional binary categories in teacher education and literacy education by placing more emphasis on theories of learning rather than theories of teaching. This thesis argues that with new theories of meaning comes a reconceptualisation of practices in teacher education and literacy education, which positions collaborative and co-productive practices rather than supervisory practices as central in the remaking and re-designing of subjectivity.

This thesis argues that pre-service teachers who have a critical awareness of discourse and how discourses constitute their subjectivity are strongly positioned to make their literacy pedagogies a legitimate site of educational reform (Brodkey

1996). With the advent of technology and its associated practices, this is changing the very nature of how texts and textual practices are constructed, produced and read. Texts, as a product of social interaction, are positioned as central to the way people interact and live in society (Kress 1996a).

The central positioning of texts in society, therefore, demands a critical awareness of discourse and how discourses constitute subjectivity and position people. Theories of representation rather than theories of stabilisation have been repositioned as a critical resource for people to examine their place in this technologically dominated society (Fairclough 2004). As a consequence, literacy and literacy practices of teacher education need to reposition their pedagogical practices to cater for the significant role texts and discourse play in the construction of a multiliterate society.

#### 1.1.4 Theoretical location

The research investigates issues of literacy, literacy pedagogy and teacher education that are connected to the sites of post-critical writing pedagogy, feminist theory and discourse analysis. In investigating these issues the research engages theories of discourse and subjectivity from within poststructuralism, with particular attention to Foucault's work (1980, 1988), to demystify the power of discourse in order to better understand the discursive practices that construct our sense of self, other and reality. These theoretical sites contribute to the idea that practice, and in this case literacy practice, is a legitimate site of educational reform (Brodkey 1996). Brodkey comments that, 'Teachers who can identify, describe, analyse discursive formations ... are even better positioned to reconceptualise education if their plans for reform also entail a critique of the discursive practices that impede teaching and learning' (1996, p.17).

This thesis argues that teacher education and its associated curriculum practices are responsible for providing productive accounts of literacy pedagogy for pre-service teachers. These productive forms of social organisation are essential in providing school students with the necessary representational resources to operate in this increasingly dominant discourse and text based society (Freebody & Luke 2003; Kress 1996b). School students need to be provided with the cultural, linguistic and social resources to transform and reconstruct their subjectivity (Kress 1996b).

This thesis provides an alternative form of social organisation, which draws from academic literacy and doctoral research education, so that pre-service teachers can produce a productive textual analysis of their own texts and textual practices. The curriculum is, therefore, seen as 'a design for a future social subject, and via that envisioned subject a design for a future society' (Kress 1996b, p.16). Representational resources such as textual analysis (Rowan 2001) in association with co-productive relationships, necessitates productivity so that as future literacy educators, pre-service teachers can provide students with the resources to productively change and transform their own personal, cultural, social and economic practices.

### 1.1.5 Methods of data collection and analysis

The research is informed by ethnographic, qualitative and discourse analytic theory (Britzman 2000; Fairclough 2001; Knobel & Lankshear 1999; Lee 2000; Taylor 2001). It is ethnographic with the researcher acting as participant observer in a Secondary English university classroom over a period of two years from the beginning of 2003. A journal is kept by the researcher during this time to represent 'the cultural knowledge working in a particular place and time as it is lived through the subjectivities of its inhabitants' (Britzman 2000, p.27). Ethnography is not seen as raw data but as a beginning in the deconstruction of pre-service teachers' subjectivities (Rhedding-Jones 1995, p.486).

During this time the researcher developed a close familiarity with the pre-service teachers because of the extent of time spent as a participant observer in their classroom. The second year of the research coincided with the implementation of the writing projects as part of the methods of data collection. These writing projects included collaborative feedback by both the senior lecturer and the researcher, which changed the nature of the relationships with these pre-service teachers. These relationships became more interactive, dialogic, supportive and reciprocal as a result of the feedback given through the writing projects.

A qualitative research approach was adopted because of its focus on constructing collaborative and participatory projects that deal directly with people's lives (Cohen, Manion & Morrison 2000; Lincoln & Denzin 2000). A qualitative approach is used also because it 'constructs a picture that draws from, reassembles, and renders subjects' lives' (Charmaz 2000, p.522). This research attempts to interweave the participants' voices through the thesis, especially in the introduction



of each chapter and through the analysis chapters. This does not diminish the researcher's responsibility and privileged position in the research, but it does recognise the researcher's efforts in trying to speak with and about the participants rather than for them (Bloom 1998, p.12). As well as positioning itself in a qualitative tradition, the thesis also situates itself within postpositivist discourses. Postpositivist research discourses provide 'an alternative means of articulating the relationship between research and pedagogy' (McWilliam 1995, p.58).

The researcher's subject position informs a constructivist grounded theory approach and the coding process initially used to interrogate and interpret the data and the readings of the discourses produced. Constructivist grounded theory in conjunction with ethnography offers the research 'an open ended approach to studying the empirical world yet adds rigor to ethnographic research by building systematic checks into both the data collection and analysis' (Charmaz & Mitchell 2002, p.162). This research employs constructivist grounded theory because it offers a set of flexible strategies that can be used with varied forms of data collection methods (Charmaz 2000, pp.513-514). Data is treated as reconstructions of experience rather than as truth (Charmaz 2000). This research aims to position one of the data collection methods, the writing projects, not only as a technique for gathering data but also as an interruptor strategy (Harding 1987; McWilliam 1995) on the Secondary English pre-service teachers' subjectivities.

This research also applies a discourse analysis to the Bachelor of Teaching program through an examination of its course outlines, qualitative surveys, informal interviews, email correspondence, research journal, with a focus on the writing projects written by the Secondary English pre-service teachers and reworked co-productively with the senior lecturer of the Secondary English classes and the researcher. Discourse analysis has been chosen because it seeks to understand how language and power both construct and constrain the Secondary English pre-service teachers' subjectivities. Discourse analysis is positioned within this thesis as social action (Luke 1997). Equally important to the research is the implementation of discourse analytic techniques (Rowan 2001) within the writing projects, which aims to displace pre-service teachers' initial assumptions of teaching.

#### 1.1.6 Research relationships

In making explicit the close relationships built with the research participants it is also necessary to make visible the relationship between the senior lecturer of the

Secondary English course and the researcher. This close collaborative relationship initially developed when the senior lecturer was the researcher's Honours supervisor a year before the research began. This initial Honour's supervisory relationship developed into a doctoral supervisory relationship in which the researcher became positioned as researcher within her supervisor's classroom, with the pre-service teachers being the subject of her research. This involved the notion of 'researching up', that is, 'conducting research in an elite setting with respondents who have more power and status than the researcher' (Bloom 1998, p.37). This acknowledges issues of unequal power involved in such relationships.

Whilst this unequal positioning did produce a vulnerability and tension during the research, it also had the effect of making conscious the process of diminishing the way researchers manifest power (Bloom 1998). The similarity between both the researcher and her supervisor was a shared commitment to the discourse of feminism that acknowledges that power cannot be eliminated in research relationships; however, it is the commitment to understand how power can position people in their interactions with each other (Bloom 1998).

This research also makes visible the renegotiation of power relationships, which challenges the initial assumptions of teaching and learning, and includes 'Questions about "who teaches", and "who learns" as well as "what is taught" and "what is learned" had to be renegotiated' (Hollingsworth 1994, p.5). The researcher, as well as her supervisor, the senior lecturer, had to renegotiate and reposition power in their relationship on a continual basis during the research. The reposturing of authority (McWilliam 1997) produced a reciprocal relationship in which 'Each looks at the other, and sees themselves differently' (Green 2005, p.154).

## 1.2 Feminist and poststructuralist discourses

### 1.2.1 Positioning the research

This research is situated at the intersection of post-critical writing pedagogy, feminist theory and discourse analysis. It is an examination of the repositioning of the Secondary English pre-service teachers in one teacher education site from within a poststructuralist feminist framework in order to raise questions about the construction and constraint of subjectivity in relation to the powerful discourses of teacher education. Feminist theory seeks to displace these powerful categories and

replace them with a different agenda which involves the empowerment and voice of pre-service teachers (Cohen, Manion & Morrison 2000).

Poststructuralist theory seeks to find ways in which everyone is constituted and envisage new ways of moving beyond these constructions. It also seeks to make visible the multiple and contradictory discourses in which everyone is inevitably caught up and in the process develop an awareness of the limitations and powerful entrapments entailed in these categories (Davies 1994). Poststructuralist theory is used within the research to put under erasure (Derrida 1976) the binary categories in pre-service teachers' thinking so that they can reconstruct and take ownership of their pedagogies.

Poststructuralist feminist theory offers pre-service teachers 'a different way of seeing' which enables them to position themselves differently (Davies 1994, p.26). The analysis of the discourses in this thesis suggests that when pre-service teachers do not position themselves differently they stay entrapped in the discourses of 'accommodation, resistance and disenfranchisement. This entrapment has the effect of positioning both pre-service teachers and students alike in inequitable and resistant relationships.

As this thesis is positioned within feminist discourses it also addresses the feminist concept of invisibility (Lather 1995) of pre-service teachers' subject positions in teacher education and the distortion of their experience as real rather than as representational and textual. The thesis considers pre-service teachers' needs as legitimate responses to the relations of power/knowledge available to them (McWilliam 1993). The research seeks to change and reposition pre-service teachers' needs into desire. Desire is equated with ownership and is transferred through intense, collaborative relationships (Green 2005). Desire is positioned in this thesis as both positive and productive (Lee & Boud 2003) as it plays a vital role in constructing new forms of self in pre-service teachers.

### 1.2.2 Language

This thesis, which is about the transformation and change of Secondary English pre-service teachers' subjectivities and pedagogies, views the means of representation as fundamental. A view of language as fixed and inflexible and based on norms has normative consequences (Freebody & Baker 2003); whereas a view of language which is seen as diverse and changing, positions individuals in

productive and interactive capacities (Kress 1996a, 2002, 2003). Language, therefore, is positioned in this thesis as ‘the constant, dynamic remaking of existing resources of representation’ (Kress 1996a, p.66).

Language is also positioned in this thesis as a product of social and cultural practices (Kress 1996a). For it is through language that subjectivity is constructed and constituted (Weedon 1987). Drawing from Saussure, language constitutes social reality and produces social meanings (Weedon 1987). Weedon (1987) argues that,

Social meanings are produced within social institutions and practices in which individuals, who are shaped by these institutions, are agents of change, rather than its authors, change which may either serve hegemonic interests or challenge existing power relations. (p.25)

This research seeks to change and transform the Secondary English pre-service teachers, from being agents of change, into authors of their own subjectivities and pedagogies which in turn brings about agency. The research seeks to reposition these pre-service teachers as ‘authors of one’s own multiple meanings and desires’ (Rhedding-Jones 1995, p.481).

### 1.2.3 Language as discourse

This thesis uses the concept of discourse to explain how power works through certain vested interests. The analysis of dominant discourses, through the study of language in this particular research site, provides opportunities for analysing resistance to the powerful vested interests in teacher education. Two definitions of discourse are used within this research to understand this resistance. The first of these definitions relates more to the macro level of analysis in this research, which focuses on the values and practices of an institution – in this case, a teacher education site. The second definition relates more to the micro level of analysis in the research which focuses on the way the Secondary English pre-service teachers are positioned by the powerful discourses of teacher education.

The first definition of discourse relates more specifically to the powerful vested interests in teacher education and how these discourses discursively position the Secondary English pre-service teachers. This definition of discourse relates to ‘systematically-organised sets of statements, which give expression to the meanings and values of an institution’ (Kress 1985, p.7). Kress’s definition

emphasises the controlling aspects of discourse (Davies 1994). Discourse analysis, therefore, becomes not only a method of analysis in the research but it is also positioned as social action (Luke 1997). The research seeks to change the discursive boundaries of the order of discourse (Fairclough 2001) so that Secondary English pre-service teachers can reconstruct and reposition subjectivity and pedagogy.

The second definition, which is based in poststructuralist feminist theory, focuses on 'a theory which decentres the rational, self-present subject of humanism, seeing subjectivity and consciousness, as socially produced in language, as a site of struggle and potential change' (Weedon 1987, p.41). Weedon's definition relates explicitly to the discursive struggle that the Secondary English pre-service teachers undergo in their learning to become a teacher and emphasises the effect on the actual person (Davies 1994). By viewing language as discourse, this research positions resistance or discursive struggle as a revealing function (Giroux 1983). Discursive struggle is viewed as an opportunity to understand how the research participants seek to protect their interests from the dominant discourses of this particular teacher education site. As Weedon (1987) argues,

Resistance to the dominant at the level of the individual subject is the first stage in the production of alternative forms of knowledge production or where such alternatives already exist, of winning individuals over to these discourses and gradually increasing their social power. (p.111)

#### 1.2.4 Subjectivity and agency

Subjectivity is positioned within this thesis as fragmented, multiple and fractured rather than as fixed and unitary. The production of subjectivity is the result of the constitutive force of discourse (Green 2005). An individual's subjectivity is constructed and constituted through the multiple discourses that they encounter in their lives rather than solely through lived experience (Davies 1994). This thesis seeks to retheorise the subjectivities of the Secondary English pre-service teachers by displacing their initial, fixed assumptions of teaching. This displacement involves working both within/against teacher education discourses (Lather 1991a, 1991b). The idea is that by displacing subjectivity, it can be reconceptualised and reconstructed and, as a result, reposition and improve student learning. Displacing or decentering subjectivity is not about the elimination of the subject but rather 'a

reconceptualisation of agency from subject-centred agency to the plurality and agency of meaning' (Lather 1991a, p.120).

This thesis argues that the transformation or remaking of subjectivity is tied to notions of production and co-productive relationships. The emphasis on co-productive relationships relates to how meaning-making has become a social rather than an individual practice as a result of changes in technology (Kress 2002). This thesis considers reciprocity through co-productive relationships as necessary in the construction of subjectivity of future subjects. Reciprocity, through the rewriting and feedback practices employed in conjunction with the writing projects, aims to work as an intervention on subjectivity. As Butler (2001) argues,

I do not think theory is sufficient for social and political transformation. Something besides theorising must take place: interventions at social and political levels which involve actions, sustained labour, and institutionalised practice ... (p. 1)

Reciprocity is positioned as a critical and ethical imperative in the construction of subjectivity within this thesis. The construction of Secondary English pre-service teachers' subjectivities is viewed as a process of social negotiation (Green 2005; Lee 1998; Lee & Boud 2003).

### 1.2.5 Power

Power is recognised in this thesis as being 'exercised within discourses in the ways in which they constitute and govern individual subjects' (Weedon 1987, p.113). Drawing from Foucault, power is seen as both productive and repressive (1980, p.59). This thesis seeks to understand the effects of both the macro and micro levels of power (Foucault 1980) in one teacher education site on the Secondary English pre-service teachers' subjectivities and pedagogies. It also seeks to change the techniques of power (Foucault 1980; Gore 2002), through the implementation of the writing projects, to reposition subjectivity and pedagogy.

### 1.2.6 Positioning

Rather than colonising or imposing on pre-service teachers' subject positions, this thesis works to enable pre-service teachers to position and reconstruct themselves differently in relation to the existing discourses of teacher education (Davies 1994). This thesis recognises that it is the power of the dominant discourses in teacher education which positions and entraps pre-service teachers in certain subject

positions (Davies & Banks 1995). Teacher education institutions, not unlike schools, situate pre-service teachers in a number of conflicting and contradictory subject positions, such as student/teacher/pre-service teacher. These different subject positions result in pre-service teachers, not unlike the subject position of 'good reader' or 'slow reader' (Davies 1994), being positioned in either productive or reproductive practices in literacy pedagogy.

### 1.2.7 Gender

This thesis considers gender socially constructed and discursively constituted (Bloom 1998; Davies 1994). In particular, this thesis recognises the way gender is discursively constituted through the genres of narrative, biography and autobiography. Experience seen as lived experience makes power problematic for those positioned as female or as invisible as in the case of the pre-service teachers. This thesis seeks to make problematic the gendered storylines that these genres construct through double visioning pedagogy (Davies 1994). Gender is seen as a critical category which needs to be displaced as it can lead to the contribution and circulation of gender norms (Rowan et al. 2002).

## 1.3 Bricoleurs and bricolage

### 1.3.1 Repositioning pre-service teachers as bricoleurs

As the title of the thesis suggests, the object of this research is about repositioning Secondary English pre-service teachers' subjectivities and pedagogies. This research also seeks to reposition pre-service teachers as bricoleurs in their constructions of pedagogy. The term bricoleur refers to someone who invents, remakes, reconstructs and most importantly transforms meaning through their work and their work practices (Honan 2004; Lather 1991a; Lincoln & Denzin 2000). In relation to literacy and literacy pedagogy, English pre-service teachers are being positioned as designers in this era of instability (Kamler & Comber 2003/2004; Kress 2000, 2002, 2003). This thesis views the design and re-design of subjectivity as significant in the reconceptualisation of literacy and literacy practices in the twenty-first century, where individuals are positioned not as users but as transformers (Kress 2002).

This thesis utilises the terms bricoleur and bricolage to position the research in theories of displacement rather than theories of stabilisation. This relates explicitly

to the idea of displacement which Barthes (quoted in Moi 1986) in his writing of Kristeva writes,

And now I have been made to feel again ... the force of her work. Force here means displacement. Julie Kristeva changes the order of things: she always destroys the latest preconception, the one we thought we could be comforted by, the one of which we could be proud; what she displaces is the already-said ... (p.1)

This thesis perceives all texts, including the research text, as bricolage, that is, 'oblique collage(s) of juxtapositions' (Lather 1991a, p.10). Words such as collage, bricolage, montage, mosaic and pastiche point to the borrowing of ideas which positions the meaning-maker as an artist or a designer (Kress 2000, 2002; Lather 1991a; Ross Johnson 2002). The various subject positions within texts all in some way 'deliberately [create] disorder by unsettling the audience' (Dinan, cited in Ross Johnson 2002, p.314).

The term bricolage is carried further in the thesis by the borrowing of ideas across three main theoretical sites: post-critical writing pedagogy, feminist theory and discourse analysis. These particular theoretical sites contribute to the idea of boundary crossing (Bull & Anstey 2002; Cartwright, Gervasoni & Nuttal 2001; Giroux 1992; Kamler 2001; Ross Johnson 2002) and to the construction of a border pedagogy (Giroux 1992). A border pedagogy involves the process of rewriting subjectivity by crossing over into cultural borders that offer 'a resource for rethinking the relationship between the centre and the margins of power as well as between themselves and others' (Giroux 1992, p.174).

Boundary crossing, furthermore involves a reconceptualisation of ideas and thinking so as to open up other possibilities and opportunities to improve practice. Ross Johnson (2002) in her discussion of boundary crossing in arts and education gives the example of engineers constructing a bridge for crossing

... a wide thoroughfare that has traffic going both ways. One means of facilitating the construction of this bridge is to conceptualise a little differently the role of key figures in the drama that is playing out around its environs: that is, in terms of children's literature, the roles of writer/illustrator, teacher and researcher. This conceptualisation does not so much change these distinctive roles as redescribe their distinctiveness in terms of a common denominator. (p.312)

Boundary crossing in this thesis assists in the reconceptualisation of pedagogical and literacy practices in the areas of teacher education and literacy education. The



writing projects, furthermore, works to position pre-service teachers as boundary riders by 'toing-and-froing' (Ross Johnson 2002, p.311) between the discourses of the university and the discourses of school. By becoming boundary riders, pre-service teachers are able to reconstruct new pedagogical borders 'where difference becomes the intersection of new forms of culture and identity' (Giroux 1992, p.174).

### 1.3.2 Genre as design on pedagogy

This thesis positions the remaking or rewriting of genre through collaborative feedback strategies as significant in the repositioning and redesign of pedagogy (Kress 1996a, 1996b, 2000, 2002, 2003; Saunders et al. 1999). Pedagogy is defined within this thesis as 'the transformation of consciousness that takes place in the intersection of three agencies – the teacher, the learner and the knowledge they together produce' (Lusted, cited in Lather 1992a, p.121). The writing projects, in conjunction with collaborative feedback, aims to provide the Secondary English pre-service teachers with the capacities to remake or redesign pedagogy. This thesis positions revision and rewriting as central in the remaking of signs and the self in pre-service teachers' literacy pedagogies (Kamler 1997, 2001; Kress 1996b, 2003).

This thesis does not, however, endorse genres which construct the personal as referential rather than representational. Pre-service teachers need to be able to read their pedagogical practices textually rather than naturalise particular ways of thinking and seeing (Finders 1999). This thesis positions genre as a significant interpretative and representational resource in repositioning the subjectivities and pedagogies of the pre-service teachers. It is about positioning genre as performance rather than as reproduction. Performances involve rehearsals, which, in turn, involve 'remaking the text, rewriting it from a multitude of different perspectives' (Threadgold 1993, p.3).

As this thesis positions writing, in particular research as writing (Lee 1995/1996, 1998) as an interruptor strategy on subjectivity (McWilliam 1995), it recognises that relatively little work has been done in the area of writing pedagogies especially in the context of teacher education, other than in academic literacy and doctoral research education. Noted exceptions are the work of Lee (1995/1996, 1998), Kamler (2001) and Kamler and Comber (2003/2004), which relocate research as writing (Lee 1995/1996, 1998) and reposition pre-service teachers as designers of their own pedagogies (Kamler 2001; Kamler & Comber 2003/2004).

This thesis examines discourse and textuality in a way not previously done before in educational research. By considering writing as text, this allows ‘an object which we could ask questions of and interact with critically’ (Kamler 2001, pp.59-60). Notable exceptions are Lee (1997), Kamler (2001) and Kress (1996b, 2003). Writing is considered within this thesis as both a process and a social practice (Lee 1998). Writing is both a process in making (Lee 2000, p.201) as well as a process of remaking or (trans) formation (Kress 1996b, p.66). Kress goes further and argues that writing is also becoming ‘assembling according to designs’ (2003, p.6). Making/remaking and design/redesign is equated to performance. Performance is understood within this thesis as relating to different performances of the self (Kamler 1997). Both writing and rewriting is seen as a performance of the body which has certain performative effects (Lee 2000; Threadgold 2000). The twin processes of writing/rewriting works to both position and reposition the different performances of the self.

## 1.4 Conclusion

This chapter has sought to position the thesis in relation to the object of the research, which is about the repositioning of Secondary English pre-service teachers’ subjectivities and pedagogies in one teacher education site. This chapter has been about positioning the reader towards understanding the theoretical and methodological underpinnings and justification for this doctoral investigation. The following six chapters each work towards addressing the feminist concept of invisibility (Lather 1995) of the Secondary English pre-service teachers’ subject positions in one teacher education site. By making transparent their experiences as representational, textual and discursive rather than as real – based on lived experience – we provide possibilities for agency and transformation.

Chapter Two positions the research through a review of the literature surrounding teacher education and literacy education. It argues for a repositioning of genre and teacher education practices to reposition pre-service teachers’ subjectivities and pedagogies. Chapter Three provides a detailed overview of the methods and methodological principles employed in the research. Chapter Four utilises constructivist grounded theory and discourse analytic methods to understand the dominant discourses in one teacher education site. Chapter Five makes visible the conceptual ordering of experience (Britzman 1991) of the Secondary English pre-

service teachers in the first year of their Bachelor of Teaching degree and the discursive effects of the dominant discourses on their subjectivities and pedagogies. Chapter Six, which is the focus of this liberatory research, is divided into two parts. Part One describes the textual performances of the Secondary English pre-service teachers through the five stages of the writing projects. Part Two positions time as a discursive site of struggle (Britzman 2000) for the Secondary English pre-service teachers, which works towards making transparent the displacement of their initial assumptions of teaching and learning. Chapter Seven concludes with a discussion centred on repositioning teacher education practices to reposition the subjectivities and pedagogies of pre-service teachers. It gives recommendations that involve restructuring assessment, writing and supervision practices in teacher education.

## CHAPTER 2

# Literature Review

## Introduction

'Geoff' [the pre-service teacher] proudly brought in his assignment to show me. He said that he had learnt so much about his practice. He found it hard to come up with a title that would reflect his journey, but decided to put in a subtitle: How do we bring cultural heritage texts alive? A journey of a changing pedagogy. What I have noticed is that many of the pre-service teachers are showing me their assignments before they submit them for assessment. 'Geoff' said that he could see how much he had changed in the last two years and how passionate he was about connecting visual literacy with cultural heritage texts. (Research Journal, 26 October 2004)

This journal entry was written in the final stages of the research and reflects how this Secondary English pre-service teacher repositioned his practice from a cultural heritage approach to literacy to designing his own practice, which included incorporating visual literacy strategies into the teaching of cultural heritage texts. Another significant feature of this journal entry is the co-productive relationship that seems to have developed between the researcher and the Secondary English pre-service teachers through the rewriting and feedback practices which were a significant part of the writing projects. Before placing their assignments in an unmarked assignment box in the Faculty of Education office, many of these pre-service teachers repositioned themselves as authoritative and proudly showed the changes in their texts, which were a reflection of their changing pedagogies.

This chapter provides a critical review of the literature to position the research in areas of literacy, literacy pedagogy and teacher education. As the object of the research is about repositioning Secondary English pre-service teachers as bricoleurs, this chapter develops the argument that it is important for pre-service teachers to become not only theorists (Kamler 2001; Weiler 1994) but also designers of their pedagogies (Kamler & Comber 2003/2004; Kress 2000, 2002,

2003). This is premised on the idea that theorising the personal through personal experience is deemed insufficient in this multimodal, multiliterate society and should include concepts of design and re-design (Kalantzis & Cope 2000; Kamler 2001; Kamler & Comber 2003/2004; Kress 2000, 2002; Taylor 1995). Repositioning pre-service teachers to include concepts of design and re-design in their pedagogies and subjectivities involves repositioning the way genre is utilised in teacher education and educational research.

In theorising the personal, the genres of narrative, biography, autobiography and life history are valued in teacher education as textual practices which encourage the personal and responsive. Similarly, researching the personal, through the genre of research in teacher research and action research, has sought to theorise the personal in pre-service teachers' experiences of teaching and learning. This research develops and contributes to the argument that these genres do not provide semiotic space for pre-service teachers to reconstruct pedagogy (McWilliam 1993). The focus of the genres of narrative, biography, autobiography and life history has been to position the pre-service teachers' experiences mainly as truth rather than as representations of truth that are discursively produced and open to change. Researching the personal in teacher education has focused mainly on the research rather than the writing process.

This thesis argues that genre is extremely powerful in repositioning pre-service teachers' subjectivities (Kamler 2001); however, it also offers partial, passive and gendered speaking positions (Threadgold 1993). Genre, in combination with discourse analytic techniques (Rowan 2001), however, repositions the personal as a product of discourse rather than of personal experience. This chapter positions discursive displacement, through research as writing (Lee 1995/1996, 1998) and discourse analytic techniques (Rowan 2001), as significant in providing pre-service teachers with the semiotic space to reconstruct pedagogy.

Theorising the personal involves changing the way research is utilised in teacher education. Research writing mainly involves the genres of report, exposition and argument. These genres are considered factual, unlike the more personalised genres of narrative and recount (Kamler 2001). This thesis views all writing as personal regardless of the type of genre utilised (Kamler 2001). This thesis, therefore, positions writing rather than research as the central role in the research process (Lee & Boud 2003, p.188). The research text is also repositioned through a critical

writing pedagogy (Kamler 2001). Repositioning writing – in particular, critical writing – as the central role in the research process is about repositioning subjectivity. Kamler argues, ‘Writing pedagogies for the most part, have not called upon critical understandings of language, text, discourse and subjectivity now available in the formulation of classroom practice’ (2001, p.8). Equally critical to the role of writing in the research process is the role of revision and rereading which involves collaborative and co-productive pedagogical practices.

This chapter consists of seven sections. Section 2.1 is an overview of the research that positions research as writing (Lee 1995/1996, 1998) as personal and reflexive through consideration of current disciplinary sites. Section 2.2 argues for the reconceptualisation of literacy, literacy pedagogy and teacher education that endorses a pedagogy of pluralism (Kalantzis & Cope 2000) and production. Section 2.3 considers the repositioning of genre in teacher education and educational research as necessary in repositioning subjectivity in pre-service teachers. Section 2.4 problematises the construction of personal experience in teacher education. Section 2.5 works towards repositioning experience as textual and discursive. It also represents research as writing (Lee 1995/1996, 1998) as a critical intervention on pedagogical practice. Section 2.6 argues for the repositioning of teacher education practices that involve rereading and rewriting practices. Section 2.7 concludes with a discussion of the main issues raised in this chapter.

## 2.1 Research study: An overview

### 2.1.1 The thesis’s discursive locations

This section draws on three interdisciplinary sites to explore and construct a theory of literacy, literacy pedagogy and teacher education. These three sites construct research as writing (Lee 1995/1996, 1998) and discourse analytic techniques (Rowan 2001) and co-productive practices as significant in the reconceptualisation of pre-service teachers’ literacy pedagogies and subjectivities. Literacy pedagogy is seen as a legitimate site of educational reform (Brodkey 1996).

This thesis is located at the intersection of three broad disciplinary sites, constructing an interdisciplinary involvement in explorations and constructions of literacy and literacy pedagogy. The first of these sites can be broadly defined as post-critical writing pedagogy. This site draws on literature from four domains:

post-critical pedagogies, writing pedagogies, doctoral research education and academic literacy. Each of these domains supports the construction of both a literate habitus (Bourdieu 1990) as well as a discourse community.

The main emphasis drawn from this literature is the idea that pedagogy itself becomes a text open for critique and revision (Lather 1992a). This literature relates to notions of pedagogy, deconstruction and critical pedagogy. Additionally, the focus is on issues of subjectivity, language and power. The focus on the personal relates to viewing writing as textual representation rather than personal experience, which is tied to notions of truth. Texts and textual practices are, therefore, positioned centrally in the construction of subjectivity. The textual practice of research as writing (Lee 1995/1996, 1998) is positioned as critical in the subjectification of pre-service teachers.

The work in post-critical writing pedagogy has provided the basis of this investigation, which is the construction of an alternative curriculum practice that utilises writing not only as an individual activity but as a process of negotiation and co-production. The domains of academic literacy and doctoral research education address dialogue as an essential part of the research writing process whereby the concept of writing is negotiated as a group activity or joint construction rather than as an individualised, solitary activity. Equally necessary to this process is the notion of writing as a social practice that positions writers as legitimate knowers and text producers (Lee 1998). The concept of revision, borrowed from doctoral research education, opens up possibilities for co-productively redesigning pedagogy and ultimately providing transformation (Lee 1998; Malfroy & Yates 2003; Malfroy 2005; Saunders et al. 1999).

The second disciplinary site in which this thesis locates itself is within literature situated within feminist theory. A feminist position and pedagogy draws on theoretical understandings about subjectivity, change, and agency (Taylor 1995). The focus on the personal within feminist writing is on the critical, which connects the social and the political. Within a feminist pedagogy, texts and its associated reading and writing practices become the focus of classroom language work. These practices are read 'against the grain' (Cochran-Smith 1991, 2004; Cochran-Smith & Lytle 1993; Davies 1992; De Lauretis 1987; Taylor 1995) to construct potential spaces for resistance and rewriting.

Feminist theory is utilised within this research to correct the *invisibility* and the *distortion* of female experience in ways relevant to ending women's unequal social position (Lather 1995, p.295). This thesis focuses on addressing the concept of invisibility of pre-service teachers' subject positions in teacher education and the distortion of experience as real rather than as textual in pre-service teachers so that they can be given alternative spaces to reposition their subjectivities. Resistance and oppositional knowledge in pre-service teachers are seen as opportunities to explore the impositional tendencies of the discourses which surround teacher education (Lather 1991a).

The thesis draws heavily from feminist theory to construct a research design that opens up possibilities for further explorations in teacher education rather than limitations. Rather than thinking in binary formulations, such as the theory/practice relationship that is so pre-dominant in teacher education, the objective of the research is to enact both a double practice (Lather 1997, p.239) through writing and a double reading (Grosz 1989; Lather 1996, 2004) of the discourses of teacher education to understand the political work of reconstructing pre-service teachers' subjectivities and writing pedagogies. McWilliam points out that 'binary systems invented in the writing of teacher education constrain exploration of appropriate and necessary connections across isolated areas of endeavour in the teacher education project' (1994, p.151).

The third disciplinary site to be investigated and utilised within this thesis is discourse analysis. Discourse analysis is positioned here as social action, which is 'textual interventions in the public sphere which attempt to make material differences for particular constituencies and interests' (Luke 1997, p.345). The main features of discourse analysis are in how language is used to convey messages in different social contexts, and how people make sense of their language interactions in these contexts (Mullavey-O'Byrne 1998). Language is identified within this particular disciplinary site, as a social process, a form of social practice or discourse (Mullavey-O'Byrne 1998, p.98). Of particular interest in this thesis is the use of discourse analysis to change the boundaries of the social orders of discourse in teacher education (Fairclough 2001). The thesis works to construct particular textual interventions through writing research as writing (Lee 1995/1996, 1998) and through the application of analytic frames of reference on these texts (Rowan 2001).



The thesis purposely does not situate itself within teacher research literature. Whilst recognising its critical contribution to teaching and teacher education, especially in the domains of critical pedagogy and the construction of teacher knowledge (Cochran-Smith 1994), this thesis positions teacher research literature's contribution as marginal to issues relating to the construction of pre-service teachers' subjectivities through critical writing pedagogies. It draws on features of action research methodology; however, it does not impose 'the patterns of work and thought' (McWilliam 1993) in the context of research on beginning teachers whose aim is to teach, not research.

In summary, the thesis investigates issues of literacy, literacy pedagogy and teacher education, which are connected to the sites of post-critical writing pedagogy, feminist theory and discourse analysis. In investigating these issues the thesis engages theories of discourse and subjectivity from within poststructuralism, with particular attention to Foucault's work (1980, 1988), to demystify the power of discourse in order to better understand the discursive practices that construct pre-service teachers' sense of self, other and reality. Poststructural notions of multiple discourses, multiple subjectivities and shifting subjectivity play a critical part in the resistance of discursive constructions that are deemed fixed and rigid. These particular theoretical sites contribute to the idea that practice, and in this case literacy practice, is a legitimate site of educational reform (Brodkey 1996).

## 2.2 The reconceptualisation of literacy

### 2.2.1 Constructions of literacy and literacy practice

This section gives a broad overview of the current debates involving the literate habitus (Bourdieu 1990), literacy teaching and literacy pedagogy, with particular reference to the Australian context. This section argues for the reconceptualisation of literacy practices which involve theories of pluralism, production, representation and the recognition of co-productive relationships in this increasingly technological, multi-modal society. This has implications for the reconceptualisation and reorganisation of teacher education practices. An understanding of texts, textual practices and discourse is positioned within this thesis as significant in the transformation of pre-service teachers' subjectivities.

The call to reconceptualise literate practice has had the discursive effect of redefining the construction of the literate habitus, borrowed from Bourdieu (1990).

The literate habitus at present incorporates notions of diversity and plurality (Wyatt-Smith 2002); creativity and transformation (Kress 2000, 2002) and imagination (Green 2002). Previous constructions of a literate habitus (Bourdieu 1990) as individualised and unitary, based on personal experience, have shifted to include multiple, flexible, contradictory constructions based on textual representation and textual inscription (Gilbert 1989; Green & Reid 1995; Grosz 1994; Kamler 2001; Kress 1996a; Lather 1997; Lee 1998; Luke & Gore 1992; McWilliam 1995).

This thesis regards literacy as a set of discursive practices and therefore a political practice (Brodkey 1996; Gee 1990). Literacy is also understood in this thesis as a social and cultural practice (Anstey & Bull 2003; Green 2001; Kamler & Comber 1996; Lankshear 1997; Luke 1998; Wyatt-Smith 2002). Representation rather than personal experience is seen to construct the present and future literate habitus (Bourdieu 1990; Fairclough 2004; Kress 1996a, 1996b). The shift in literate habitus (Bourdieu 1990) and practice has centred on 'the learned social discursive practice of the gendered subject, not as a natural and personal response of the self' (Gilbert 1989, p.262). As Kress (1996b, p.18) argues, 'the (formal) means and practices by which we represent ourselves to ourselves and to others, play an absolutely crucial role in the formation of an individual's habitus'. Rather than remaining static and fixed, language has been repositioned in the reconstruction of the literate habitus (Bourdieu 1990) as flexible, productive and diverse. As Kress (1996a) argues,

In the (trans) formation of such an individual/citizen the means of representation are fundamental. A view of language as fixed; subject to norms, enforced rules, inflexible convention, etc. cannot lead to the development of the kind of human subject I envisage. A view of language as diverse, changing, dynamic in response to social need and individual desire, as the domain of difference rather than norm, is, in my view, crucial in the development and self-transformation of the kind of individual/citizen that I imagine is needed for that imagined productive social future. (p.66)

Literacy and literacy pedagogy in Australia, as a consequence of these changes to the way language is now viewed, has evolved from unitary and fixed notions of practice into a repertoire of flexible practices which position texts and discourse as the central feature (Alloway et al. 2002; Freebody & Luke 2003, p.56; Luke 2000).

Literacy can be defined as 'the extent to which people and communities can take part, fluently, effectively and critically, in the various text- and discourse-based

events that characterise contemporary semiotic societies and economies' (Freebody & Luke 2003, p.53). Debates which seek out the right method of literacy are now redundant due to their individualised and psychological constructions of self (Luke 1998, 2000). Freebody and Luke (2003, p.53) point to new economic and social conditions as the major determinants to the reconceptualisation of literacy. The profound effect of these economic and social influences is on 'the way we perceive ourselves and reality ... in a world marked by gross maldistribution of power and resources' (Lather 2004, p.206).

## 2.2.2 Literacy pedagogy in teacher education

Pre-service teachers in initial teacher education programs are presently being taught that conceptions of literacy and literacy pedagogy involve pluralist notions such as multi-dimensionality (Green 2002, p.31). The concept of a multi-dimensional literate practice arises from such instances as the '3D' model of literacy which involves the operational, cultural and critical aspects of literacy (Green 2002); the framework of Luke and Freebody's (1997) Roles/Resources/Practices model in reading pedagogy which features code-breaking, meaning making, text using and text analyst practices; and lastly, the New London Group's (1996) 'Multiliteracies' Pedagogy. These pedagogical frameworks identify with the textual and discursive constructions of literacy rather than the psychological and innate constructions of earlier literacy practices. These changes in pedagogical practice are in recognition that texts and discourses are currently considered forms of capital in these new economies (Luke 2000).

Equally important in providing pre-service teachers with pluralist notions of literacy pedagogy are productive notions of literacy pedagogy (Anstey & Bull 2004c; Kalantzis & Cope 2000). The construction of multi-modal texts has placed emphasis on writing and producing practices. The notion of production involves remaking or transforming subjectivity as a response to the making of a sign, such as writing and reading (Kress 1996b). These productive practices recognise the flexibility and manipulation of texts, where meanings can be changed as well as having the potential of an additional author adding their own construction of meaning (Anstey & Bull 2004c, p.193). These changes to social practice infer that literacy pedagogy in the twenty-first century should redefine and reflect these collaborative writing practices and practices of production.

This thesis argues that teacher education and its associated curriculum practices are responsible for providing productive accounts of literacy pedagogy for pre-service teachers. These productive forms of social organisation are essential in providing school students with the necessary representational resources to operate in this increasingly dominant discourse- and text-based society (Freebody & Luke 2003; Kress 1996b). School students need to be provided with the cultural, linguistic and social resources to transform and reconstruct their subjectivity (Kress 1996b).

This thesis provides an alternative form of social organisation, which draws from academic literacy and doctoral research education, so that pre-service teachers can produce a productive textual analysis of their own texts and textual practices. Representational resources such as textual analysis (Rowan 2001) in association with co-productive relationships, necessitates productivity so that as future literacy educators, pre-service teachers can provide students with the resources to productively change and transform their own personal, cultural, social and economic practices. The curriculum is, therefore, seen as 'a design for a future social subject, and via that envisioned subject a design for a future society' (Kress 1996b, p.16).

Pre-service teachers are presently required to incorporate these multi-dimensional, productive and flexible practices into the construction of their literacy pedagogies. Studies, however, identify pre-service teachers' resistance in changing their theories due to their personal experience and history (Holt-Reynolds 1992; Lortie 1975). Resistance, however, has historically been about singular fixed notions of practice rather than pluralist, productive notions of practice. This thesis argues that the consequences of remaining in uni-dimensional, singular fixed notions of practice are normative, self perpetuating and result in constructions of imaginary standards of literacy practice (Freebody & Baker 2003, pp.230-231).

### 2.2.3 Revisioning pre-service teachers' subjectivities

This thesis argues that it is through co-productive working relationships in teacher education and an awareness of the power of discourse that can reposition pre-service teachers' subjectivities. It is about working both within/against teacher education discourses (Lather 1991a, 199b). The transformation of pre-service teachers' pedagogies from unitary notions of literacy practice into flexible notions of literacy practice is essentially a political practice. These changes in pedagogical practice point to the rethinking and revisioning of subjectivity (Luke & Gore

1992). Subjectivity can no longer be seen in individualised terms rather, as a consequence of the repositioning of literacy pedagogy, it has been repositioned in pluralist terms. Kalantzis and Cope (2000) maintain,

Learning is not a matter of development ... Rather, learning is a matter of repertoire; starting with a recognition of life world experience and using that experience as a basis for extending what one knows and what one can do. (p.124)

A revisioning of subjectivity in pre-service teachers also involves repositioning teacher education practices which focus on discourse, representation, production and co-productive practices rather than on personal experience, truth and supervisory practices.

This thesis argues that teacher education and educational research in their construction of pre-service teachers' literacy pedagogies need to reposition their practices to include theories based on poststructuralist theories of representation rather than personalist, individualised discourses based on personal experience. This thesis views subjectivity as being constituted through discourse (Green 2005) rather than through personal experience. It recognises that it is through the investigation of discourse and discursive positions situated in poststructuralist discourses, rather than in humanist discourses that rely on fixed assumptions of identity and personal experience, that assists pre-service teachers in their construction and reconstruction of subjectivity. Subjectivity is defined in this thesis as

the conscious and unconscious thoughts and emotions of the individual, her sense of herself and her ways of understanding her relation to the world. Humanist discourses presuppose an essence at the heart of the individual which is unique, fixed and coherent and which makes her what she is ... [P]oststructuralism proposes subjectivity which is precarious, contradictory and in process, constantly being reconstituted in discourse each time we think or speak. (Kamler 1987, pp.32-33)

This definition of subjectivity situates the personal in a process of continual change, contradiction and redefinition. This thesis positions the production of subjectivity, through the collaborative and co-productive practices of writing and rewriting, as significant for pre-service teachers in constructing a 'pedagogy of the personal' (Kamler 2001, p.48). It also recognises that the production of subjectivity is tied to notions of knowledge production (Green 2005).

#### 2.2.4 Reconceptualising teacher education programs

By examining the discourses of teacher education, this research holds implications for the development of literacy programs in initial teacher preparation programs, which assist pre-service teachers in working both within/against teacher education discourses (Lather 1991a, 1991b). This thesis contends that pre-service teachers need to be able to reconceptualise their teaching experiences as textual rather than personal by demystifying particular 'regimes of truth' (Foucault 1980):

Each society has its regime of truth, its "general politics" of truth; that is, the types of discourse which it accepts and makes function as true; the mechanisms and instances which enable one to distinguish true and false statements, the means by which each is sanctioned; the techniques and procedures accorded value in the acquisition of truth; the status of those who are charged with saying what counts as true. (p.141)

In teacher education these particular 'regimes of truth' (Foucault 1980) do not occupy any particular disciplinary or pedagogical discourse, but rather their significance is in how these competing discourses are organised, constituted and co-ordinated (McWilliam 1995). In the process of subjectification, pre-service teachers are made not only speaking subjects of these competing discourses but are subjected to the constitutive forces of these discourses (Davies 1993). This research does not seek to 'substitute an alternative or more secure foundation, but to produce an awareness of the complexity, contingency and fragility of historical forms and events' (Lather 1991b, pp.6-7).

This thesis, through the application of feminist poststructuralist theory and methodology, offers pre-service teachers an alternative reading of the discourses they occupy in teacher education. Educational research has traditionally constructed pre-service teachers as a problematic narrative, an invention of the educational apparatus (Britzman 2000). These narratives construct binary formulations such as theory/practice, idealism/realism, etc. (McWilliam 1994). The result of these binaries is that they 'constrain exploration of appropriate and necessary connections across isolated areas of endeavour in the teacher education project' (McWilliam 1994, p.151). McWilliam (1993, 1994) argues that these folkloric discourses of education limit and deny alternate ways of writing pre-service teachers' experiences. These folkloric narratives need to be made problematic so that pre-service teachers can reconstruct their own understandings of what it is to teach and learn (McWilliam 1993, 1994, 1995).

### 2.2.5 Writing as design on pedagogy

In order for pre-service teachers to reconstruct their own understandings of what it is to teach and learn, this thesis positions writing as a design for both subjectivity and text (Kamler 2001; Kress 2000, 2002). A focus on design introduces a rethinking of unitary, fixed notions of subjectivity towards pluralist notions which also involves 'constantly reading the world critically to comprehend the divergent cultural interests that inform meanings and actions' (Kalantzis & Cope 2000, p.147). The focus on design and subjectivity relates to how

You are designed as a cultural being, in language and consciousness; and you are designing, a maker of your personal life as you combine and recombine the range of resources in the layers of your identity. (Kalantzis & Cope 2000, p.147)

Focusing on design practices rather than reproductive practices also acknowledges the power relations involved in the discourses of teacher education. Design on subjectivity relates to notions of transformation and agency. Kress explains that 'individuals are not seen as *users* of norms or systems or stable practices, but as constant *transformers* of these' (2002, p.20). Teacher education discourses need to incorporate design into their teaching of literacy pedagogy rather than constraining pre-service teachers' subjectivities through passive, gendered readings of their experiences through the utilisation of the genres of narrative, biography and autobiography.

Relatively little work in Australia has focused on writing and the construction and design of writing pedagogies. Writing pedagogies have mainly centred on systemic linguistics (Halliday & Hasan 1985) and the work of genre theorists (Kress 1985; Martin 1985). Little attention has focused on constructing research as writing (Lee 1995/1996, 1998) as a design on subjectivity through co-productive partnerships in pre-service teacher education. This work has been mainly theorised in academic literacy and doctoral research education (Lee 1995/1996, 1998; Lee & Boud 2003). Noted exceptions are the work of Lee (1995/1996, 1998), Kamler (2001) and Kamler and Comber (2003/2004). Lee (1995/1996, 1998) problematises the documentation of research writing as truth rather than as a representation and argues for the rethinking of research practices as practices of writing. Kamler (2001) employs a research lens for pre-service teachers to relocate their work and provide 'a safe place' where they can challenge the dominant discourses of literacy teaching and implement alternatives. Likewise, Kamler and Comber (2003/2004) reposition teachers as researchers and designers of their pedagogies.

This thesis draws on new scholarship, involving boundary crossing (Bull & Anstey 2002; Cartwright, Gervasoni & Nuttal 2001; Kamler 2001; Lee & Poynton 2000; Ross Johnson 2002), between the disciplinary boundaries of academic literacy, doctoral research education, literacy education and teacher education. This thesis recognises writing as ‘a learned social discursive practice of a gendered subject, not as a natural and personal response to the self’ (Gilbert 1989, p.262). Research as writing (Lee 1995/1996, 1998) combined with discourse analytic techniques (Rowan 2001) offer important ways of engaging pre-service teachers in designing and producing their writing pedagogies and subjectivities. Writing pedagogies involve issues of representation and agency (Kress 1996b, 2002). The investigation and construction of subjectivity involves textual interventions on these representations which require both rewriting and rereading pedagogy (Grosz 1989; Lather 1996, 2004; Luke 1997).

## 2.3 Repositioning genre to reposition subjectivity

### 2.3.1 Traditional uses of genre

This section seeks to reposition genre in teacher education and educational research by problematising its social construction and the ideological and gendered effects of these constructions. This section also seeks to reposition genre as both a representational and interpretative resource rather than as personal experience which is open to reconstruction and change (Davies 1994; Gilbert 1993a; Kress 1996b). It further discusses the dominant genres used in teacher education and educational research which position pre-service teachers’ experiences as natural rather than as discursive.

Genre has been traditionally used by teacher education and educational research as the main focus of repositioning the writer (Kamler 2001). Writing through genre is considered to be deeply constitutive of subjectivity (Kamler 2001, p.54). Historically, genre has been positioned in teacher education as static and unchanging. Genre is defined as ‘a culturally specific set of social processes that recur in particular social situations; and as a text type characterised by a distinctive set of stages and linguistic features’ (Kamler 2001, p.92). Whilst an understanding of genre does provide specific knowledge about the linguistic features and structures of texts, this thesis identifies genre as a social practice that is open to contestation and reconstruction.



This thesis positions genre as a social construct which predisposes 'one ... to partial understanding, not only of genre itself, but of one's actions in relation to it' (Threadgold 1993, p.6). Anstey and Bull (2004c) contend:

Genres are seldom pure; they change and evolve in response to the purpose, social context, audience, mode and the technology used to produce them. Often parts of several genres might be found in one. (p.192)

Rather than positioning genre as a way of understanding and naturalising personal experience, this thesis positions genre as an interpretative and representational resource for pre-service teachers in examining their initial assumptions of teaching and learning. Genre as an interpretative resource is about providing resources for dealing with the everyday world and for taking ourselves up within the cultural storylines available to us (Davies 1994; Gilbert 1993a). Genre as a representational resource makes visible 'the transformation by the subject of her or his subjectivity' (Kress 1996b, p.22).

Little work has been done on theorising the effect of the writing process or on providing a 'safe space' for pre-service teachers to write about their pedagogical practice (Kamler 2001, p.122). This thesis works towards providing pre-service teachers with both interpretative and representational resources for theorising their experiences as a changing, contradictory and gendered process rather than as a unified, rational experience.

### 2.3.2 Dominant genres in research and teacher education

The specific genres of narrative, biography, autobiography and life history are valued in teacher education as textual practices which encourage the personal and responsive. The dominant research pedagogy and literacy pedagogy on teaching in Australia has been situated in mainly personalist and individualistic pedagogical discourses that offer speaking positions of authority rather than empowering positions (Gilbert 1989). As a consequence, these discourses limit an understanding of textual inscription and encourage such inscriptions as natural and normal. Rather than problematising these personal experiences, these discourses emphasise teacher stories or teacher narratives as important modes of knowing (Carter 1993) and as a way of shaping professional practice (Connelly & Clandinin 1999).

Narrative is viewed within this thesis as a genre which is socially constructed and constrained by dominant discourses (Finders 1999; Threadgold 1993). The genre of

narrative tends to focus on personal experience rather than textual representation. Experience is positioned within narrative as truth, rather than as an unstable construct (Britzman 2000, p.35). The genre of narrative writing in education is situated as personal and contextual (Goodfellow 1998). In relation, to teacher education personalising the genre of narrative has the discursive effect of naturalising particular ways of seeing which limit pre-service teachers' understanding of dominant discourses and issues of power.

Narratives or stories in teacher education are one of the main forms of writing the personal (Carter 1993; Connelly & Clandinin 1986; Doyle 1997). They are used to shape professional practice in teachers and beginning teachers (Connelly & Clandinin 1999). The genre of narrative serves 'as a medium through which meaning is crafted and an alternative structure that attempts to link audience, text, structure, empirical inquiry and lived experience' (Denzin 1997, p.244). The genre of narrative, however, focuses on lived experience rather than representation.

For narrative the underlying element is telling a story, which Clandinin and Connelly argue is 'the closest we can come to experience' (1994, p.415). As such, narrative and storytelling are a means of investigating human experience (Lawler 1998). Narratives, as a result, construct the experience as a natural occurrence and are recognised as definitive in identity formation (Lawler 1998). This thesis does not recognise narratives as a natural occurrence; on the contrary, narratives are viewed as socially constructed and as a result constrain subjectivity. This thesis recognises narratives as partial rather than absolute truth. Narrative is a representation of experience, rather than experience itself (Kamler 2001, pp.45-46; Threadgold 1993). Narratives are positioned within this thesis as providing binary systems which constrain the construction of pre-service teachers' subjectivities (McWilliam 1994, p.151).

The genres of biography (Britzman 1986) and autobiography (Alvine 2001; Bean & Zulich 1992; Brown 1999) are also utilised in teacher education so that pre-service teachers can examine their initial assumptions of teaching and learning. These genres are positioned in teacher education as a personal reflection on self and on professional development (Brookfield 1995; Brown 1999; Smyth 1999). Biography as a genre is associated with personal voice, or in the case of pre-service teachers, student voice (Ellsworth 1989, 1992). Voice, however, is situated in a cognitivist framework that is singular and fixed. In poststructuralist terms, voice is

associated with pluralisation and the partiality of voice (Ellsworth 1989, p.311). Biographies, however, as a form of personal hi/story are celebrated or surveilled for the right/wrong voice rather than unpicked, examined and analysed as a cultural practice (Kamler 2001, pp.45-46). The focus on the natural and personal does not problematise or read genre as a socially constructed practice (Gilbert 1989).

## 2.4 Problematising personal experience

### 2.4.1 Traditional genres constrain subjectivity

This section discusses the dominant genres in educational research and teacher education to provide an explanation of how genres both construct and constrain pre-service teachers' subjectivities and pedagogies. Personal experience is seen to constrain pre-service teachers' constructions of subjectivity.

In teacher education, the genres of narrative, biography and autobiography/life history have been constructed as personal texts and textual practices for pre-service teachers to examine issues of pedagogy. Both educational research and teacher education share an embodied complicity that 'the structures of these "genres" are assumed to be beyond the need for either critical linguistic or ideology critique' (Threadgold 1993, p.8). There is a failure in recognising one's own subjective and gendered position in relation to the structure of the various genres of teacher education discourses. As Threadgold argues, 'It is not for nothing that the word *genre* in French means both genre and gender' (1993, p.6). These genres, furthermore, only offer partial ways of viewing the world and often fail to see difference or mistakes (Threadgold 1993, p.6).

This thesis contends that the personalist and individualistic discourses of teacher education and educational research in their efforts to construct the personal through the utilisation of these dominant genres has resulted in the personal being largely untheorised, constrained, and unread (Kamler 2001). An effect of these personalist and individualistic discourses is that the personal is constructed as passive and gendered (Gilbert 1989). The gendered nature of genre and its conventions, however, is not sufficient to examine relations of power operating in social practices (Kamler 2001, p.132). Pre-service teachers are constrained from reading their pedagogical practices because their past personal experiences have been naturalised (Finders 1999).

This thesis also recognises that the social practice of examining one's institutional biography does little to shatter pre-service teachers' preconceptions of teaching and learning (Britzman 1986). The task of problematising pre-service teachers' preconceptions of teaching and learning is not a simple task. It is not a matter of disrupting but interrupting commonsense representations of self, other and reality (Brodkey 1996). Brodkey argues that, 'I want to change the topic, not stop the conversation' (1996, p.20).

A substantial body of work has been done in the past few decades on problematising pre-service teachers' personal experiences of teaching and learning. These contributions have endorsed particular genres to investigate the personal, in particular, narrative and biography. This body of research suggests that new teachers will teach according to the ways they were taught if they do not seriously consider pedagogical issues (Clift 1987; Grossman 1990). These, most notably, are Britzman (1986, 1991, 2003), Grossman (1990, 1991a, 1991b, 1999, Grossman et al. 2000), Holt-Reynolds (1992), Lortie (1975), Tabachnick and Ziechner (1991) in the USA.

This literature emphasises teacher education coursework as an intervention strategy in problematising pre-service teachers' reproduction of the curriculum (Grossman 1991b). Britzman comments that, 'To value the process of education ..., learning to teach must be rendered problematic' (1991, p.2). It is in this instance that the genres of narrative and biography act as a reflection on practice (Brookfield 1995; Brown 1999). This substantial body of work is situated in a constructivist framework; however, it is also positioned strongly within a cognitivist discourse which focuses on an individual's beliefs, values and observations of practice.

This literature on learning to teach categorises personal experience into three forms: personal experience, experience with schooling and instruction, and experience with formal knowledge (Richardson 1996). Literature related to the relationship between personal experience and how one approaches teaching is mainly confined to case studies of individual teachers (Clandinin 1986; Connelly & Clandinin 1986, 1999). Clandinin (1986) suggests that personal experience is encoded in images that affect practice. Images have moral, emotional, personal, private and professional dimensions. The term 'personal' qualifies interest because it relates to specific individuals knowing their classroom and furthermore defines 'personal practical knowledge', which is about understanding teaching acts in

terms of personalised concrete accounts of people knowing (Connelly & Clandinin 1986, p.297).

This body of knowledge utilises the narrative construct of narrative unity 'as a continuum within a person's experience which renders life experience meaningful through the unity they achieve for the person' (Connelly & Clandinin 1986, p.297). The research and research practices within this literature emphasise the personal modes of knowing and the co-construction of meaning by the researcher and participant (Connelly & Clandinin 1986). This thesis, however, argues that personal experience is not theorised or made problematic within this literature. Two concepts not made problematic are humanist notions of a unified, knowing, rational subject and the co-construction of meaning by the researcher and participant, which involves relations of power. Subjectivity within this literature is deemed fixed and unified rather than as a site of disunity and conflict which is central to poststructuralist theories of subjectivity (Weedon 1997).

The second focus on literature relating to the personal relates to experience with schooling and instruction. Lortie's (1975) discussion of the apprenticeship of observation suggests that pre-service teachers' beliefs are situated in their personal experiences as students. These beliefs, in combination with the real world of teaching practice, construct conditions that make it difficult for pre-service teachers to consider alternative visions of teaching and learning. These personal experiences have also been studied in relation to how they affect pre-service teachers' conceptions of their role as a teacher. Britzman's (1991) case studies of two pre-service teachers indicate that they held powerful conceptions of the role of teachers, both positive and negative, gained from observing teaching models.

This literature emphasises the genres of teacher biography and life history as influential modes of knowing (Richardson 1996). It deems past experience as a central feature in problematising pre-service teachers' initial assumptions of teaching and learning. This thesis, however, recognises that the conceptual ordering of experience (Britzman 2000, p.36) in pre-service teachers is an effect of discourse rather than a psychological, individualised experience. Biography and life history, therefore, are genres that reflect on past individual experience rather than multiple and conflicting discourses in the construction of subjectivity. Lather acknowledges that knowledge and experience are 'thoroughly historical' (1997, p.239). This thesis argues that the present discourses of teacher education, rather

than personal historical experience, need to be problematised as an effect of discourse through genres that can represent the conceptual ordering of experience, as well as viewing subjectivity as a site of disunity and conflict.

The third focus on literature relating to personal experience concerns experience with formal knowledge. This literature relates to pre-service teachers' experiences of formal pedagogical knowledge (Grossman 1990, 1991a, 1991b; Grossman et al. 2000). Pedagogical content knowledge relates to knowledge of subject matter, in combination with understandings of how students learn the subject matter (Shulman 1987). Grossman (1991a) uses a subject specific methods course to 'overcorrect' and challenge pre-service teachers' personal experiences of teaching. Richardson comments that, 'experiences with formal pedagogical knowledge are seen as the least powerful factor affecting beliefs and conceptions of teaching and the teacher role' (1996, p.106).

## 2.5 Repositioning experience as discursive

### 2.5.1 Experience as textual

This section demonstrates how important it is for pre-service teachers to be able to read their pedagogical practices textually and discursively rather than naturalise particular ways of thinking and seeing through genres, such as narrative and biography, which contribute to pre-service teachers inability to confront these particular ways of thinking (Finders 1999). Repositioning genre in teacher education is about repositioning pre-service teachers into makers and critics of pedagogy rather than consumers (Kamler 2001, p.110). This section positions research as writing (Lee 1995/1996, 1998) as an alternative genre, in conjunction with poststructuralist textual strategies, in assisting pre-service teachers to become critical theorists and designers of their literacy pedagogies in an era of instability (Kress 2002). It also discusses how teacher education has utilised the research practices of teacher research and action research to research the personal.

This thesis recognises that pedagogical content course work can contribute to challenging pre-service teachers' experiences of teaching if poststructuralist textual strategies are utilised in conjunction with genre, to deconstruct pre-service teachers' analytic frames of reference. In this context, it is about redefining experience as textual rather than as truth (Kamler 2001, p.112). This is in keeping with feminist theory which questions literary truth (Gilbert 1989).

This research is essentially about relocating the personal (Kamler 2001) through the representational rather than referential. Brodkey (1996) and Davies (1994) relocate personal experience in a cultural frame in an effort to understand the discursive practices that construct the sense of self, which in turn offers possibilities for social change. Rowan's (2001, pp.26-27) transformative analysis model, which is based on poststructuralist theory, works towards constructing new representations of difference in self and others. This thesis employs Rowan's (2001) transformative analysis model as a metanarrative function by assisting pre-service teachers in constructing a different story of self (Cranny-Francis 1990). This relates to the constant comparison and revisions made to the text so as to position the reader actively to re-evaluate the ideological discourses present in the text (Cranny-Francis 1990). The employment of Rowan's (2001) transformative analysis model is about double reading pedagogy (Grosz 1989; Lather 1996, 2004).

The predominant focus on the textual emphasises the discourses that construct subjectivity rather than personal, lived experience (Van Manen 1990, 1997). This thesis recognises that personal, lived experience (Van Manen 1990, 1997) is shaped by discourse. Finders (1999) asserts,

... we are unable to see an individual's story as constructed and constrained by the dominant discourses. The individual's narrative is not a random individual history, but constituted by social and collective histories. (p.259)

It is discourse or, more significantly, the effects of conflicting and contradictory discourses rather than personal, lived experience (Van Manen 1990, 1997) that constructs subjectivity. The texts and textual practices of teacher education and educational research in utilising the genres of narrative, biography, autobiography and life history represent certain vested interests, and, as a result, pre-service teachers as readers are positioned to read and respond in certain ways (Cherland 1994). These generic forms can be read as the conventions of particular discourses (Kress 1986).

In focusing on issues of writing, this thesis argues for the renegotiation and repositioning of the personal to other genres and writing pedagogies, such as research as writing (Kamler 2001; Lee 1995/1996, 1998). Genre pedagogy, although, constituted as a powerful technology, has its basis in linguistics, and therefore it requires elements of poststructuralist theory to problematise these social constructions. The strength of genre lies in its focus of repositioning the

writer, structuring and building authority in texts (Kamler 2001). The employment of poststructuralist theory in relation to genre writing is necessary, as both genre and process writing view writing as an individualised process, where the author is the only author of meaning (Anstey & Bull 2004c). Similarly, the employment of rewriting practices as a social process of negotiation, which draws from doctoral research education, is also seen as necessary in demonstrating that writing is seldom the product of one person (Green 2005; Lee 1998; Lee & Boud 2003).

### 2.5.2 Designs on pedagogy

This thesis positions research, in particular, research as writing (Lee 1995/1996, 1998) as significant in repositioning pre-service teachers' initial assumptions of teaching and learning. Research writing as a genre, similar to other genres, is a social construct, mainly situated in the genre of report writing; however, it can carry elements of other genres such as narrative and argument. Kalantzis and Cope (1993) maintain that reports as a genre,

... appear to be factual and voiceless. Far from it, reports carry powerful agendas. Their neutrality is not just a part of their descriptive function. It is also a convenient pretence. (p.15)

This quotation points to the social construction of research and its associated writing practices as neutral and impersonal. This thesis, however, views the research process as a particular process of writing as well as a social practice (Kemmis & McTaggart 2000; Lee 1998). Research writing becomes a design for both effective text production and for the production of subjectivity (Kalantzis & Cope 2000; Kress 1996a; New London Group 1996). The research process, through the process, practice and production of writing, becomes not only a site for the production and design of subjectivity but also, through the use of poststructuralist theory (Davies 1994; Foucault 1980; Kamler 2001; Kress 1985; Rowan 2001; Weedon 1987, 1997), a site of intervention on subjectivity (Lee & Boud 2003; Threadgold 1993).

The thesis develops and elaborates a particular way of writing the personal (Kamler 2001). It seeks to provide pre-service teachers, through research as writing (Lee 1995/1996, 1998), with the interpretative and representational resources to enable them to become text producers of their research texts and writing, that is, 'someone who could work actively on the body of the text with the intent to shape opinion' (Kamler 2001, p.91). This research is about reshaping and reworking subjectivity through repositioning pre-service teachers as researchers of language (Comber &



Kamler 1997) and producers of their own language practices (Kress 1996a). This thesis argues that it is possible to 'make theory work for you, rather than letting it work you' (Threadgold 1993, p.9). Theorising out of research writing, similarly to Richardson's (1992) work with autobiography, collapses the private/public distinction. Lather argues that 'Richardson blurred the lines between the genres of poetry and social science reporting' (2004, p.210). This thesis attempts to breach traditional research practices by writing research as personal and reflexive.

This thesis recognises genres can make writers conform to dominant conventions, which requires writers to adopt certain subject positions (Clark & Ivancic 1997). The research text, as a genre, has historically positioned the writer as the holder of truth and expertise. The relationship between knowledge, language, textual practice and subject production, however, has changed due to the linguistic turn in human sciences (Lee 1998, p.122). As a result of this linguistic turn, the research text, as a text of culture, can no longer be read as 'realist extensions of lived experience. Rather culture is a semiotic, linguistic production' (Denzin 1991, p.195).

A central feature of this research is the interruption of realist interpretations of research writing through the knowledge of discourse analysis, feminist poststructuralist theory and critical writing pedagogies. This is about repositioning research as a more malleable text structure for pre-service teachers to reposition their pedagogies (Kamler 2001). Like Lather, who shifted outside the genre of scientific writing, pre-service teachers attend to the textual operations of their own productions of writing (1991a, p.124). This research juxtaposes the dismantling of the pre-service teachers' subject positions with developing interpretative and representational resources so as to position them with greater agency within their research texts. Both these issues within genre relate to questions of power.

### 2.5.3 Displacing binary categories

Research writing, in utilising the genres of argument, report and exposition constructs the personal as rational and objective (Kamler 2001; Threadgold 1993). This thesis attempts to rewrite the personal by deconstructing the binary of personal/rational in addition to deconstructing the binarisms present in pre-service teachers' initial knowledge construction (Kamler 2001). This is about abandoning the categories that structure knowledge construction and putting these categories *sous rature* or under erasure (Derrida 1976). Derrida places his terms *sous rature* by using them and drawing an X through them. He uses words and concepts with

the understanding that they are representations of the play of differences between ideas, not essentialist representations of reality.

This thesis positions the writing, revision and rereading of the research process as critical in the construction of subjectivity. Repositioning writing, revision and rereading as the central feature of the research process, rather than positioning research first, acknowledges it as a social practice (Kemmis & McTaggart 2000, p.572). Erasing or disrupting the traditional social practices of research opens up possibilities for constructing alternative semiotic spaces for pre-service teachers in their constructions of subjectivity. When normatively fixed categories and identities are disrupted or erased, other possibilities are opened up (Lather 1997, p.234). The research process thus becomes a social practice and genre to be deconstructed.

The thesis thus considers the research process secondary to the writing process (Lee 1998; Lee & Boud 2003). Research is viewed as both a genre and a social practice rather than solely as a research process. Research as a genre is constituted as a powerful technology to be deconstructed in relation to pre-service teachers' construction of subjectivity and knowledge and as a social practice in making visible the textual stagings of knowledge and the co-production of writing (Kamler 2001; Lee 1995/1996).

#### 2.5.4 Researching the personal

This thesis argues that teacher education and educational research, through the research practices of action research and teacher research, primarily focus on the research process rather than on the writing process in the production of subjectivity. There are several features of action research which this thesis identifies with: it is about improving education by changing it; it is participatory; it is collaborative; it involves people theorising about practice and it establishes self critical communities (Kemmis & McTaggart 1992, pp.22-25). The focus of action research, however, is on sharing and critiquing experiences (Kamler & Comber 2003/2004; Stevenson et al. 1995). This involves pre-service teachers mainly positioned as data collectors and writers of classroom vignettes (Kamler & Comber 2003/2004). The process of research becomes more about making sense of their experience (Cochran-Smith & Lytle 1993). Experience is valued rather than the representations of experience.

This thesis recognises that the research process and its textual practices as a genre position readers and writers in certain ways (Kress 1985). Poststructuralist theories problematise and interrupt the way texts position individuals which acknowledges relations of power (Gilbert 1993b; Kamler 2001). In order for pre-service teachers to critically understand and read their pedagogies, they need access to alternative discourses rather than understandings of the systemic analytic of the research process (Kamler 2001, p.32). This is about repositioning pre-service teachers from data collectors and sharers of classroom knowledge to analysts and designers of pedagogy (Kamler & Comber 2003/2004). Reconceptualising pre-service teachers' pedagogies is about working 'within/against' (Lather 1991a, 1991b, McWilliam 1993) their discursive practices as teachers. This situates the research as an investigation into the discursive rather than an investigation into the rational and real.

Action research as a methodology for researching the personal has achieved legitimacy in teacher education since the 1950s. McWilliam argues that these research traditions are 'unlikely to create the semiotic space needed to amplify the voices of the researched, except to garnish to the researcher's own linguistic roast' (1993, p.127). Action research, as a form of genre, promises to empower teachers and lead to changes in practice. Christenson et al. (2002, p.260) comment that the goal of action research is to 'initiate change by enhancing critical self-reflection through an examination of one's assumptions, practices, and political contexts'. This definition points to individualistic notions of self-reflection rather than textual or discursive representations.

In the context of teacher education, action research is designed to bridge the gap between theory and practice for pre-service teachers. As a methodology for researching the personal in an effort to understand, improve and reform practice, action research can be seen as 'a small-scale intervention in the functioning of the real world and a close examination of the effects of such an intervention' (Cohen, Manion & Morrison 2000, pp.226-227). Intervention, however, is towards the referential rather than the textual in the research process. Action research functions within regimes of truth whereby any intervention by pre-service teachers is seen as artificial and temporary (Gore 1993, p.152). This does not suggest that action research should not be introduced; however, the limitations of this pedagogical practice should be investigated and acknowledged (Gore 1993).

## 2.6 Repositioning teacher education practices

### 2.6.1 Repositioning textual practices

This section argues for the repositioning of genre as discursive, by utilising research as writing (Lee 1995/1996, 1998) as an interpretative and representational resource rather than solely as personal experience. It also repositions research writing as a collaborative and co-productive activity rather than as a solitary, individualised activity. A critical feature in repositioning teacher education practices involves rereading and rewriting practices.

Repositioning pre-service teachers' experiences as an interpretative and representational resource rather than as personal experience suggests a representation of texts and textual practices (Davies 1994; Gilbert 1993a; Kress 1996b). Research texts and the textual practices surrounding research construct writing as rational and objective (Threadgold 1993). The genres of argument and report are seen as rational (Kamler 2001) and, therefore, are not considered personal. This thesis, however, argues that research as a specific genre, which is mainly situated in the report and argument genre, is 'a design for both text and subjectivity' (Kamler 2001, p.86).

This thesis is concerned with the construction and production of texts for pedagogy rather than on pedagogy (Giroux 1983). Kamler (1997, p.369) succinctly puts it as 'text as body, body as text'. Research has mainly been interested in knowledge production; however, research as writing can be considered as the personal production of knowledge (Lee 1997; Lee & Boud 2003). This is about reconsidering research practices as practices of writing (Lee 1998, p.129). It is through viewing writing as text, that it becomes 'an object which we could ask questions of and interact with critically' (Kamler 2001, pp.59-60).

### 2.6.2 Writing as co-production

This thesis recognises the importance of developing co-productive partnerships in teacher education, specifically in relation to literacy education. It identifies writing and producing as situated in social practice (Anstey & Bull 2004c). This thesis presents writing through a model of co-production, which draws from academic literacy (Lee 1997) and doctoral research education (Green 2005; Lee 1998; Lee & Boud 2003; Malfroy 2005) in the development of a literate habitus (Bourdieu

1990). This thesis argues that textuality and textual production is about the production of subjectivity (Green 2005)

Academic literacy has traditionally been a purely linguistic enterprise in the narrow sense of that term (Lee 1997, pp.79-80) to generate technical descriptions of text. Linguistics, however, is insufficient, both theoretically and methodologically, as a base to derive a pedagogy of writing (Kamler 2001, p.33). Lee (1993, p.132) argues that, 'What is missing is ... a social theory of discourse which acknowledges simultaneously the complexity and materiality of the negotiation of power relations in social practices'. It is further constrained in that it does not address subjectivity (Lee 1997).

Research writing viewed through the social act of academic writing has been historically coded as powerfully masculine (Saunders et al. 1999). A modernist version of writing research has been about 'the writer-writes-alone', which lies in nineteenth century conceptions of the author (Brodkey 1996, p.62). This has been bound up with notions of textual autonomy and individuality. When research writing takes up collective and co-productive partnerships with participants, the social act of academic writing is positioned differently, coded as personal, feminine yet public. This shifts notions of writing from an originating author to a discursive community (Lee 1998).

The shift to viewing writing as co-production rather than an individual activity problematises research as a genre, as a critical category necessitating deconstruction (Cranny-Francis 1990). Research writing in association with poststructuralist theory requires repositioning so that writing can be both personal/public as well as masculine/feminine. This analysis points to categories being both/neither personal/public and feminine/masculine through discursive changes to the discourse community. This is about erasing the binary categories that construct writing, especially within genre (Derrida 1976).

Utilising the masculine and rational genre of report, which research writing is mainly situated in, combined with constructions of the feminine and personal in collaborative co-productive relationships in the discourse community, works towards neutralising the construction of binary categories. The poststructuralist notions of double practice (Lather 1997) in writing and double reading (Grosz

1989; Lather 1996, 2004) are textual interventions that destabilise these categories from further congealment.

This research brings features from academic literacy and doctoral research education into the English/Literacy pedagogical content coursework, so as to construct a literate habitus (Bourdieu 1990). The construction of a literate practice becomes a site of negotiation (Lee 1997, 1998). Co-production can be defined as the 'degree of overlap between two sets of participants – regular producers and consumers' (Lee 1997, p.72). The resultant overlap represents joint production of outcomes. Co-production involves questions of institutional location, boundary crossing and supervision. McWilliam argues, 'In postmodern times teacher educators are challenged to adopt a new dialogue ... and a new relationship with students ...' (1994, p.151). This is about interrupting traditional modes of representation for both teacher educators and pre-service teachers in teacher education and educational research.

In repositioning writing as a process of co-production, this thesis contends that this has implications for deconstructing the hierarchical relationships that develop between universities and pre-service teachers. The theory/practice binary originated from the distinction between academic research and practitioner research (Ivanic & Barton, cited in Lee 1997, p.69). This thesis argues that the discursive practices of the university need to change, or be put under erasure (Derrida 1976) in order for pre-service teachers to deconstruct the binarisms in their own knowledge construction.

This thesis recognises that knowledge is discursively constructed (Lee 1997, p.76). Positioning knowledge as discursively constructed has implications for reconceptualising the nature of teacher education in problematising knowledge by 'working within/against' (Lather 1991a, 1991b) these discursive practices. Research writing as a genre is a form of discursive practice (Kamler 1997, p.373). A significant factor in the research – in choosing research writing as a genre and as a writing process rather than research process – is the explicit focus on the discursive stagings of knowledge (Lather 1997, p.252). Research as a genre has a particular structure (Higgs 1998, p.137). This is critical in making visible to pre-service teachers the reconstructions and multiple stagings or representations of their subjectivities. The juxtaposition of these alternative representations also

demonstrates the constructed nature of knowledge (Kamler 2001; Lather 1991a, p.136).

The textual stagings of knowledge produce, in effect, a double practice (Lather 1997) in which 'this practice sifts through the fragments, fixing them conceptually in place next to apparently heterogeneous fragments as an ensemble, so that an idea may be momentarily represented' (Lather 1997, p.239). Each chapter in the research text displays 'the performance of the chapter' (Lather 1997, p.234). Performance relates to the structure of each of the chapters, which shows the conceptual ordering of experience (Britzman 2000) that relates explicitly to the categories of agency, voice and time (Britzman 2000, p.36). A central part of this ordering also involves reordering and reorganising the chapters (Lee 1995/1996). A critical feature of poststructuralist theory is that these conceptual orderings are not normalised (Britzman 2000, p.34).

### 2.6.3 Repositioning rereading practices

The challenge for teacher education is to shift pre-service teachers' constructions of knowledge from a referential notion of representation to operating from a textual representation (Lather 1997, p.254). The emphasis on textual representation involves repositioning rereading practices as significant in the repositioning of pre-service teachers' subjectivities. Not only is a double practice (Lather 1997) in pre-service teachers' writing important but also a double reading (Grosz 1989; Lather 1996, 2004) of their pedagogical practice. Double reading can be explained as a process of deconstruction. It can be broken down into three steps:

1. identify the binaries, the oppositions that structure an argument;
2. reverse/displace the dependent term from its negative position to a place that locates it as the very condition of the positive term;
3. create a more fluid and less coercive conceptual organisation of terms that transcends a binary logic by simultaneously being both and neither of the binary terms. (Grosz 1989 in Lather 2004, p.205)

The concept of double reading or double visioning (Davies 1994; Luke & Gore 1992, p.3) recognises 'our experience of being within and constituted by the master discourses'. Irigaray's (1985) concept of a mirror and its many refractions points to the knowing of self and our otherness. Irigaray (1985) argues,

Yet it is certainly the mirror which, memoryless, forgetful of all traces and imprints, re-presents the image of things set before it.

And as far as the intelligible goes, has the mirror any other function than to define things by withdrawing itself from specific characterization. (p.308)

This quotation points to the issue of representation, which infers intervention practices on subjectivity (Britzman 1995, 2000). Rereading considers

... being able to read all texts as makings, constructions, stories, which therefore have no epistemological authority other than as stories, and thus can be rewritten from another perspective, with a new setting, a different plot, a different hero, another ending. (Threadgold 1993, p.7)

Poststructuralist theories of reading and writing assists pre-service teachers in challenging and rearranging how they structure knowledge in teaching and learning. Britzman (2000, p.39) asserts, 'One's own structures of intelligibility might become open to readings not yet accounted for, not yet made'.

#### 2.6.4 Repositioning rewriting practices

One of the most critical features of this research is the process of pre-service teachers writing their subjectivities rather than the product (Richardson 1998). The production of the writing is deemed more critical than the product. Revision, through the process of rewriting, is seen within this thesis as a necessary part of the production of writing. Revision is deemed essential in assisting pre-service teachers to shift in their subjectivities and pedagogies. Revision is viewed as 'not only a change in text but as achieving a shift in the writer's subjectivity' (Kamler 2001, p.60).

This thesis argues that the production of remaking signs is essentially about a remaking of self (Kamler 2001). Revision is basically about reinventing pedagogy (McWilliam & Palmer 1996). Reinventing pedagogy acknowledges the idea of re-design in the construction of pre-service teachers' subjectivities which, similar to Taylor's use of re-production, emphasises 'agency in the social processes involved, and therefore the potential to change' (1995, p.5). It is the process of rewriting the multiple and contradictory subject positions that each individual occupies that juxtaposes the old with the new (Kamler 2001).

Revision changes the process of writing of 'getting it right' to one about performance. The process of improvising and rewriting means 'different performances of the self' (Kamler 1997, p.373). The reconceptualisation of writing



as performance creates space for new possibilities and change (Saunders et al. 1999, p.709). In demystifying the process of writing through revision it becomes a focus on 'developing skills, recognising our own blocks and experimenting with ideas' (Saunders et al. 1999, p.709). The revision process thus interrupts pre-service teachers' original definitions of writing as a solitary and individualised activity.

This research views the importance of working critically with peers by providing feedback as repositioning subjectivity (Saunders et al. 1999). The concept of revision changes from seeing writing as a technical skill or instrumental correction to a process of social negotiation (Lee 1998). The writing becomes a form of collective learning through the revisionary process when 'group members provide each other with feedback and editing suggestions on draft papers and other written work' (Schneider, cited in Saunders et al. 1999, p.711). The revisionary process also shows difference as a productive element of productive learning (Saunders et al. 1999). Through the process and practice of writing and writing groups there are multiple responses and multiple perspectives to the writer's work.

This thesis argues that the repositioning of pre-service teachers through the process of revision is about correcting the feminist concept of invisibility (Lather 1995, p.295). In similar circumstances to doctoral research students, the process of revision constructs for pre-service teachers 'a positionality and place for themselves' in the university (Lee 1998, p.129). This repositions them as particular knowers and writers (Lee 1998). Through positioning research as writing (Lee 1995/1996, 1998) pre-service teachers reposition themselves in the university classroom. Cochran-Smith and Lytle assert that, 'When they change their relationships to knowledge, they may also realign their relationships to the brokers of knowledge and power in schools and universities' (1993, p.52). McWilliam also argues that, 'Repositioning pre-service students as authoritative ... is about authoritative textual performance, textual and material bodies of knowledge' (1997, pp.219-220).

## 2.7 Conclusion

This chapter has argued for the repositioning of genre in teacher education and literacy to reposition and interrupt pre-service teachers' initial assumptions of teaching and learning. This involves repositioning some of the traditional binary

categories of teacher education. For instance, by regarding research as writing (Lee 1995/1996, 1998) rather than as a research process; the writing process as negotiated and collaborative rather than individualistic; the personal as discursive experience rather than as textual truth repositions pre-service teachers in more authoritative positions in their constructions of pedagogy and subjectivity. Interrupting or repositioning the pedagogical practices of teacher education and literacy education has the discursive effect of repositioning pre-service teachers from a traditional, problematic narrative into authoritative, collaborative producers of new theories and practices.

Next, in Chapter Three, the methods and methodological practices used within the research are discussed. A critical feature of the research design is the process of double reading (Grosz 1989; Lather 1996, 2004), which is employed to interrupt both the participants in the research as well as the researcher's own conceptual blind spots. The writing projects, implemented as part of this research, involve the idea of research as writing (Lee 1995/1996, 1998), which is critical to the interruption and displacement of pre-service teachers' initial assumptions of teaching.

## CHAPTER 3

# Methodology

## Introduction

*Researcher:* Has the course assignment helped you refine your developing pedagogy? If so, in what ways has it contributed to your practice? If not, why not?

*Pre-service teacher:* I needed to reread all of last year's work in order to complete it, so I was able to reflect on my progress and change in direction ... I would like to give students similar assignments. Much better than constant grades which students compare and then place themselves as a "B" or "A" student. It is good practice to redo and revisit work. (Survey 2004)

This extract taken from a qualitative survey demonstrates the role of the researcher in the ethnographic collection of the data. The course assignment, which is also referred to in the thesis as 'the writing projects', was constructed by the researcher in the second year of the research. These writing projects became a critical part in the subjectification of the Secondary English pre-service teachers by transforming them from objects to subjects of their own actions (Davies 1993; Mies 1983). This extract also demonstrates the collaborative rewriting practices which involved revisiting the course assignment over the different stages of the pre-service teachers' experiences of the Bachelor of Teaching program. The extract also alludes to feedback as significant in changing pedagogical practice by the utilisation of formative rather than summative assessment practices.

This research positioned one of the data collection methods not only as a technique for gathering data but also as an interruptor strategy (Harding 1987; McWilliam 1995) on the Secondary English pre-service teachers' subjectivities. The researcher implemented this interruptor strategy (McWilliam 1995) through the pre-service teachers' writing projects on the Foucauldian logic that all forms of discourse can be oppressive. This research also acknowledges that the writing projects, as a data collection method, are also implicated in relations of power (McWilliam 1995).

The writing projects, which were based on research as writing (Lee 1995/1996, 1998), involved the Secondary English pre-service teachers working collaboratively with the researcher and the senior lecturer. The emancipatory intention of the writing projects was to displace the Secondary English pre-service teachers' initial resistance to the dominant discourses of one teacher education site and to reposition them in alternative spaces in the construction of subjectivity. A significant feature of the research methodology involved the construction of interpersonal and reciprocal relationships during the research (Bloom 1998).

The methodology and methodological principles of the research are firmly situated in a postpositivist discourse towards research and informed by feminist poststructuralist theory (Davies 1994; Lather 1995, 2004; McWilliam 1995; Weedon 1997). The research design is based in ethnographic, qualitative and discourse analytic theory (Britzman 2000; Fairclough 2001; Knobel & Lankshear 1999; Lee 2000; Taylor 2001). The design seeks to identify and describe the practices and the social interactions that comprised the culture of pre-service teachers (Knobel & Lankshear 1999). The research focus is on descriptive rather than numerical data. As it is based in discourse analytic theory, the research design seeks to identify and understand the way language and power constructs subjectivity.

The research design, based on the deconstructivist strategy of double reading (Grosz 1989; Lather 1996, 2004), sought to displace not only the pre-service teachers' initial assumptions of teaching but also the researcher's own assumptions in the initial analysis of the data. The research design focus is on strategies of displacement rather than strategies of confrontation (Lather 1991a). Pedagogy is treated as a text (Lather 1992a) and thus is seen to be open to deconstruction.

This chapter consists of seven sections. Section 3.1 positions the research within a qualitative, postpositivist position towards research. Section 3.2 provides an overview of the methodological principles used within the research. Particular attention is made to positioning the research in emancipatory critical social science and to the importance of reciprocity in research relationships. Section 3.3 discusses the process that the research went through to identify issues important in one teacher education site. This section includes information on the ethical clearance needed to undertake the research. Section 3.4 provides an overview of the research design which is informed strongly by the poststructuralist term of deconstruction.

This section outlines the process of double reading (Grosz 1989; Lather 1996, 2004) that underpins the research design. Section 3.5 describes in detail the methods of data collection utilised within the research. Section 3.6 outlines the methods of analysis employed in the research. Section 3.7 positions the research with regards to issues of measurement and regulations in research. Section 3.8 concludes with discussion on how research acts are implicated in relations of power.

## 3.1 Positioning the research

### 3.1 Qualitative and postpositivist discourses

This thesis situates itself in a qualitative research tradition rather than a quantitative tradition. A qualitative inquiry to research is conceptualised as ‘a civic, participatory, collaborative project’ (Lincoln & Denzin 2000, p.1049). Such an inquiry involves dealing directly with the direct experience of people in specific contexts (Cohen, Manion & Morrison 2000). A qualitative approach is used because it ‘constructs a picture that draws from, reassembles, and renders subjects’ lives’ (Charmaz 2000, p.522). The term qualitative in this thesis, however, is inadequate in justifying the borrowing of ideas across cross-disciplinary sites. Lather argues that, ‘Qualitative is “the other” to quantitative and hence, is a discourse at the level of method, not paradigm’ (1991b, p.9).

This thesis also strongly positions itself in a postpositivist discourse towards research. The word discourse rather than paradigm is utilised in recognition of the Foucauldian shift from paradigm to discourse (Lather 1991a). A paradigm, however, may be defined as an interpretative framework that contains the researcher’s epistemological, ontological and methodological premises (Denzin & Lincoln 2000, p.19). One of the reasons that this thesis positions itself in a postpositivist discourse is that these theories focus on the constructed versus the found worlds and the critical role language plays in the construction of knowledge (Lather 1991b).

Another explanation for their use within this thesis is that postpositivist theories provide an alternative means of articulating the relationship of pedagogy and research which acknowledges that pre-service teachers’ subjectivities and pedagogies are shaped by the power relations of teacher education institutions (McWilliam 1995). Lastly, these theories use a range of ideas that transcend the

binary logic of positivist or anti-positivist theories. These particular research inquiries acknowledge their own partiality as a research narrative instead of providing a fixed theoretical or methodological framework (McWilliam 1995). This explanation ties in with bricolage, which is about the borrowing or interweaving of ideas across a range of theoretical and methodological sites (Lincoln & Guba 2000).

## 3.2 Methodological principles of the research

### 3.2.1 Methodological principles

This section gives a detailed description of the methodological principles employed in the research. The term bricolage is used to explain the borrowing of ideas from the different research discourses applied in the research. It also positions the research in emancipatory critical social science and strongly argues for reciprocity in research relationships.

This thesis applies the term bricolage to the methodological principles employed in the research. Even though it is difficult to interweave ideas across positivist and postpositivist discourses (Lincoln & Guba 2000), this thesis recognises 'interbreeding' between particular discourses (Lincoln & Guba 2000, p.164). The term interbreeding implies the interweaving of ideas from different research discourses so as to provide an intellectual, theoretical and practical space to discuss similarities and differences (Lincoln & Guba 2000, p.167). Issues of legitimacy and authority of these research discourses have previously predominated in social scientific inquiry (Lather 1991b, 1993, 2004; Lincoln & Guba 2000; Sarantakos 1998). Lincoln and Guba contend that, 'Inquiry methodology can no longer be treated as a set of universally applicable rules or abstractions' (2000, p.164). The transformation of these research discourses has had a similar result to the transformation of literacy and literacy pedagogy whereby fixed rules of practice are being displaced with a bricolage of practices.

This thesis argues that working within/against (Lather 1991a, 1991b) these different research discourses opens up other possibilities for research. Whilst recognising that it may not be possible to have consensus between positivist and postpositivist discourses (Lincoln & Guba 2000), this thesis blends elements within different postpositivist discourses. It cautiously argues that postpositivist discourses share certain viewpoints that are similar or resonate strongly between

them (Lincoln & Guba 2000). Ontologically, the thesis situates itself in a relativist ontology which is about constructing multiple realities (Denzin & Lincoln 2000). It also positions itself within feminist theory by situating itself in a materialist-realist ontology which recognises a material difference in terms of race, class and gender (Denzin & Lincoln 2000). Lastly, the thesis positions itself in poststructuralist ontology which 'emphasises problems with the social text, its logic, and its inability ever to represent the world of lived experience' (Denzin & Lincoln 2000, p.21).

This thesis thus recognises that within the same discourse researchers can act as bricoleurs, borrowing or interweaving different viewpoints (Lincoln & Guba 2000, p.166). It also draws on Lather's summation of the postpositivist paradigmatic discourse of inquiry, which is: prediction, understanding, emancipation and deconstruction (1991b, p.8; 2004, p.207). The thesis mainly positions itself within the postpositivist discourse of emancipation, drawing on critical, feminist, participatory and praxis oriented theory (Lather 2004, p.207). The thesis also borrows from the deconstruction discourse, emphasising poststructuralist theory. These paradigmatic discourses not unlike genres are blurred (Lincoln & Guba 2000). This blurring implies that the boundaries between paradigmatic discourses shift and move (Richardson, cited in Lincoln & Guba 2000).

This thesis views both the methods and methodological principles of the research as inherently political and which therefore are tied to issues of power (Lather 1991a, 1991b, 2004, p.207; Lee 2000). Even though the methodological biases of the research are situated in an emancipatory critical social science, which is about empowering people to change as well as understand their worlds (Lather 1991a, 1991b), this thesis views research practices as 'inscriptions of legitimation than procedures' (Lather 1991b, p.14). The notion of inscription as legitimation makes visible the 'understanding of the force of textuality, its formalised strategies for convincingness, its speech acts' (Lee 2000, p.198). Research practices, however empowering in their intentions, still involve issues of power. Rather than focusing on eliminating power, it is more important to demonstrate a commitment in understanding how power positions people in their interactions with each other (Bloom 1998).

The discussion on power in research methods and methodological principles brings into consideration issues of false consciousness versus researcher imposition

(Lather 1995). This thesis views all theories, even those situated in poststructuralist theory, as 'tool[s] that can be used to dominate' (Ellsworth 1989, p.304). This domination relates to the constant tension throughout this research in maintaining the position of speaking with rather than to/for marginalised groups (Lather 2004, p.209). Lather argues, 'The question becomes how to produce an analysis which goes beyond the experience of the researched while still granting them full subjectivity' (1995, p.297). The main issue in the research is how to combine both advocacy and scholarship, which interrupt the power imbalances (Lather 2004).

The theoretical position underpinning this research is based on feminist, poststructuralist theory which is concerned with the relationship between language, subjectivity, social organisation and power (Weedon 1987, 1997). Poststructuralist theory is employed within the research to provide a deconstructive critique of current teacher education discourses which reveals the complexity of pedagogy as a situated social practice concerned fundamentally with meaning-making and the exercise of power (Green & Reid 1995; McWilliam 1995). The Secondary English pre-service teachers' experiences in the research are seen not as instances of personal, lived experience but rather they are discursively 'shaped by the power relations of teacher education institutions and that includes the research acts in which we are necessarily implicated' (McWilliam 1995, p.58).

This thesis positions truth as a truth effect of particular discourses (Lather 1991b, p.31). Truth relates to the effects of power (Foucault 1980). As Lincoln and Denzin declare, '... there is no such thing as unadulterated truth' (2000, p.1051). Feminist theory offers the deconstruction of traditional research's commitment to truth, objectivity and neutrality. This theory recognises that the research text is not a representation of truth but rather it is open to the construction of a multiplicity of meanings of human reality. The research text is a deliberate construction of one person's analysis of data and therefore does not represent truth. In a sense, these constructions can be viewed as a fabrication (Foucault 1980, p.12) or as 'reconstructions of experience' (Charmaz 2000, p.514). These textual constructions are not seen as 'fixed or finite but as dynamic, expansive and intrinsically shaped by power and the struggle against it' (Lather 1991a, p.xvi).

This thesis also rejects the notion of objectivity. Rather than seeking truth and neutrality, it acknowledges a conscious, deliberate partiality through identifying with the participants (Cohen, Manion & Morrison 2000). The research text does



not claim to be impartial or neutral as the researcher acted as a colleague teacher in collaboration with the senior lecturer for the period of the research, which involved forming collegial relationships with all concerned. Objectivity is seen to be incompatible within this research as this is normally attributed to standardisation which is not normally associated with research based in a qualitative tradition. It is also incompatible because objectivity requires the researcher to remain distant and neutral from the participants involved (Sarantakos 1998, p.19).

This thesis furthermore rejects the notion of inter-subjective reliability in which 'objectivity is emergent, that is it evolves out of the subjectivity of the parties of interaction' (Sarantakos 1998, p.20). Subjectivity is positioned in this thesis as multiple and contradictory (Weedon 1997). Multiple and contradictory subject positions do not situate themselves easily with objectivity. The collection and analysis of the data is based on a subjective rather than objective interpretation. This thesis, informed by poststructuralist theory, views interpretation as being controlled by dominant discourses which can lead to contradictions and limitations (Davies & Banks 1995). As Bloom argues, 'The act of interpreting is never unproblematic' (1998, p.7). Interpretations are therefore seen to be value laden and political rather than objective (Denzin 2000).

This thesis positions reciprocity rather than objectivity as critical to the research process. As a research-gathering technique, reciprocity positions the researcher differently, 'moving from the status of stranger to friend and thus ... able to gather personal knowledge from subjects more easily' (Lather 1991a, p.57). Reciprocity rather than objectivity acknowledges people are implicated and constituted through relationships even within the research process. As Lather argues, 'Through dialogue and reflexivity, design, data and theory and emerge, with data being recognised as generated from people in a relationship' (1995, p.295).

Reciprocity, developed through the reciprocal relationships in the research, is seen to contribute to providing a dialectical approach to building theory as well as to contributing to transformative social action (Lather 1995). This thesis views full reciprocity through a dialectical approach to building theory as critical 'to generate empirically grounded, theoretical research knowledge' (Lather 1991a, p.60). An example of providing transformative social action occurred when the research participants, through their writing group relationships and their collegial relationships with the researcher and senior lecturer, were able to understand and

reconstruct their pedagogical knowledge and subjectivities through their writing projects. As Lee and Boud argue, 'Reciprocity was a necessary condition for the successful and sustainable functioning of the group' (2003, p.194).

This thesis argues that reciprocity also acknowledges differences in experience and expertise within relationships (Lee & Boud 2003). The production of the writing projects, which the Secondary English teachers wrote in collaboration with the senior lecturer and researcher, changed the hierarchical nature of the research – it became 'a negotiation of knowledge claims' (Lee 1998, p.127). Negotiation also occurred between the researcher and senior lecturer over issues related directly to the Secondary English pre-service teachers, such as discussion over the construction of the writing projects. Differences in teaching experience, expertise and research knowledge with all participants were valued in constructing meaning during the research process. Lather argues, 'Negotiating meaning helps build reciprocity' (1991a, p.61).

The thesis is deliberately multi-voiced and intertextual in its construction. Intertextuality can be defined as 'any text which is explicitly or implicitly in dialogue with other texts, existing or anticipated which constitute its intertexts' (Fairclough 1992, p.233). The accumulation of quotes from different voices, rather than one singular authoritative voice, strengthens the argument (Lather 1991a). Intertextuality furthermore points to the notion of collaboration, which acknowledges that 'all texts depend, to a greater or lesser extent, upon knowledge of other texts' (Stephens, Watson & Parker 2003, p.26).

This thesis views all texts and textual practices, even the research text, as socially constructed and ideological (Luke 2000). Richardson argues that, 'no textual staging is ever innocent' (1998, p.925). The thesis deliberately employs the quotes of the participants to de-centre the researcher as the main author and position the Secondary English pre-service teachers' voices more prominently within the research text. This situates the researcher not as expert but as 'witness giving testimony to the lives of others' (Lather 1997, p.252). Britzman (1995), however, cautions about the danger of positioning the researcher as witness as there is no exit from the lack of innocence in the discursive stagings of knowledge. This thesis also recognises that the Secondary English pre-service teachers, the senior lecturer and the researcher worked collaboratively to construct the different stages of the

writing projects and therefore were made aware of the lack of innocence in the construction of texts.

The thesis is multi-vocal for six important purposes: to create distance, to create an authoritative voice, to create openness in its reading, to strengthen the text, to categorise the researcher's own prejudices (Lather 1991a) and to obtain varied meanings and interpretations of events (Strauss & Corbin 1990). The thesis uses multiple viewpoints to create distance in the text by writing in an academic style, using extracts from transcripts of the research participants, and using quotations from the work of others. The thesis is constructed in the third person to maintain an authoritative voice of academic discourse, which historically has more power than the personal, subjective voice. The aim of the author of this text is to construct a text that is open on various levels that can be interpreted with various meanings (Lather 1991a). The research text should be able to 'invite the reader in and encourage multiple readings' (Lather 1991b, p.30). A multiplicity of meanings and readings is valued rather than a singular fixed meaning or reading (Cameron 1985).

### 3.3 Identifying issues in teacher education

#### 3.3.1 Identifying possible areas of research

In determining and understanding issues important in teacher education, especially in relation to pre-service teachers in the teaching of English/Literacy, it was necessary for the researcher to immerse herself in one teacher education site. During the period from March until August 2003 the researcher became familiar with the research environment (Sarantakos 1998). This period involved three particular ways of immersion in the proposed research site to identify possible areas of research:

- a) An initial literature review to identify issues relevant to teacher education and literacy education.
- b) Observations of different lectures and workshops in the Bachelor of Teaching program.
- c) A discourse analysis of the Bachelor of Teaching course outlines.

These three different methods of immersion were seen as critical in informing and contributing to the direction of the research.

The first method utilised in understanding the research site was to review the current literature on literacy education. This was considered crucial in positioning

the research in issues that directly related to current English/Literacy pedagogical practices. The literature review also focused on how pre-service teachers were positioned within educational research and teacher education literature. These initial readings assisted the researcher in developing themes which were associated with teacher education sites, such as reflection, pedagogy, personal experience and the university/school relationship.

The second method used to ascertain issues important for pre-service teachers of English/Literacy involved the researcher attending lectures with pre-service teachers to understand some of the issues and dilemmas they would confront during their time in the Bachelor of Teaching program. This was considered crucial in comprehending some of the tensions that may have been present between the pre-service teachers' initiation into teaching and their initial understandings of teaching. The lectures attended were The Practice of Teaching (ESA 103); Curriculum, Assessment and Teaching (ESA 102); Students and Learning (ESA 102); Primary School English (ESA 146); Middle School English (ESA 145) and Secondary English (ESA 110). Permission was sought and granted from each of the lecturers to attend these lectures and workshops. It was explicitly stated to these lecturers that it was not their practice that was under review but observations of pre-service teachers' reactions to information that they were being taught.

The third method the researcher employed to understand issues important in this particular research site involved a discourse analysis of the Bachelor of Teaching course outlines to assist in understanding the possible ways pre-service teachers' subjectivities were constructed and positioned in one research site. This analysis explicitly recognised that the pre-service teachers' ways of speaking and acting, and their attitudes were structured and formed in relationships of power and discourse (Foucault 1988). These three particular methods were seen as critical in informing the ethics proposal.

### 3.3.2 Ethical clearance

Ethical clearance was obtained from the University of Tasmania to undertake the research on 9 September 2003 (Approval Number 7559). The initial ethics proposal involved the participation and study of six pre-service teachers involved in the Primary English (ESA 146), Middle School English (ESA 145) and Secondary English (ESA 110) courses in the Bachelor of Teaching program, to understand how they gained and applied knowledge about the teaching of English/Literacy.

This process involved closely following six pre-service teachers through the two-year Bachelor of Teaching program in both the university and school contexts. Also significant to this ethics proposal was gaining an understanding of how each of the English/Literacy courses positioned not only these six pre-service teachers but their colleagues in how they acquired and applied their knowledge about the teaching of English/Literacy.

The methods of data collection involved a number of stages. The first stage involved a qualitative survey given to pre-service teachers in the Primary English (ESA 146), Middle School English (ESA 145) and Secondary English (ESA 110) courses to determine issues important to them in early September, 2004. A second qualitative survey was given to these same pre-service teachers after their second practicum in October 2004 to observe changes to their initial assumptions of teaching. These qualitative surveys were used as sources of information gathering to find out issues significant to pre-service teachers in the teaching of English/Literacy. The third stage focused on the six pre-service teachers to understand how they individually constructed their English/Literacy knowledge. This focused analysis also included data such as the researcher's journal notes, transcripts of informal interviews and transcripts of their lessons from their second practicum.

After the initial collection and analysis of data it was determined more information was needed to further refine the research done so far. As Charmaz and Mitchell (2002) argue 'A researcher's focus may change from individual or events to certain experiences to develop needed theoretical categories' (p.168). This need for extra information related to the same setting but involved a change in the focus of the research. In the first year of the research the focus was on understanding the individual experiences of only six pre-service teachers rather than understanding and changing the discursive boundaries in one teacher education site (Fairclough 2001).

With this change in focus the researcher submitted an amended ethics form with revisions. The main revision was to increase the number of participants from six to twenty-six. This revision reflected the change in focus from understanding individual experience to understanding the conflicting discourses of one teacher education site on pre-service teachers' subjectivities. A preliminary analysis of the data as well as observations of their classes showed that Secondary English pre-

service teachers demonstrated a 'pedagogy of opposition' (Giroux 1983). Resistance was determined to be an important revealing function for the research (Giroux 1983). Understanding resistance was seen as necessary in honouring the 'the complexity of the interplay between the empowering and the impositional at work in the liberatory classroom' (Lather 1995, p.298).

The selection of the research site was viewed as a critical consideration as it needed to show 'obvious discursive struggle so that discursive activity is clearly evident and likely to be linked to ways in which individual actors sought to protect their interests' (Phillips & Hardy 2002, p.67). The data from the two qualitative surveys informed the research by making visible to the researcher the Secondary English pre-service teachers' resistance to the discourses in both the university and school contexts. The transparency of this resistance changed the focus of the research to understanding how Secondary English pre-service teachers constructed their subjectivities in one teacher education site.

With the amendment to the number of participants, there were also changes to the sources of data to be collected. The primary sources of data would extend to include the pre-service teachers' writing projects. These writing projects were constructed by the researcher to assist the Secondary English pre-service teachers in moving from 'a pedagogy of opposition' (Giroux 1983) to transforming their own subjectivities and pedagogies. As well as the writing projects, informal interviews and a qualitative survey were included in the collection of data. A final qualitative survey would be given to these pre-service teachers to understand how the research had positioned them. A secondary source of data included was electronic mail system correspondence. These further revisions also positioned the research to understand how the writing projects could reposition subjectivity. These amendments to the original ethics proposal were approved on the 31 August 2004 and 11 October 2004.

Consideration was given to participants who did not wish to be part of the research, although none of the participants withdrew from the research. All the participants gave informed consent to the research project. With the revisions made to the original ethics proposal, the participants in the Primary English (ESA 146) and Middle School English (ESA 145) courses were informed of the change in the direction of the research. The twenty-six participants in the Secondary English (ESA 110) course were informed regularly, both in oral and written form, as to the

progress of the research and its analysis. Each year of the research was subjected to an annual review which requested a report on the progress of the study. A final ethics report was approved by the Human Research Ethics Committee (Tasmania) Network on 15 August 2005, which formally closed the ethical clearance for the research.

## 3.4 Research design

### 3.4.1 Structure of the research design

This section provides an overview of the design employed in the research. The first part of this section concentrates on the theoretical positioning and structure of the research design. This is followed by a detailed description of the three stages of the research design.

The research design initially developed out of the social relations of the research process itself in an effort to work towards more equitable relationships for pre-service teachers in teacher education (Lather 2004). In the first year of the research it was observed that some of the pre-service teachers, in particular the Secondary English pre-service teachers, were resistant towards the discourses in the Bachelor of Teaching program. The research became more focused on empowering these pre-service teachers to change as well as understand their worlds (Lather 1991a). This perspective situates the research in emancipatory critical social science, which aims to provide intellectual effort to help improve the political situation of participants (Lather 1991a).

The research design is informed strongly by the poststructuralist term of deconstruction, following Derrida (1976). Deconstruction is based on Derrida's (1997) view that texts are open to deconstruction – they cannot be objects of definitive interpretations but involve the interplay of inclusions and exclusions, presences and silences. Deconstruction is not viewed as a method '... but a disclosure of how a text functions as desire' (Lather 1992a, p.120). The research design is based on the deconstructivist strategy of double reading (Grosz 1989; Lather 1996, 2004) that positions pedagogy as a text which is open to deconstruction.

The main reason deconstruction is used in the research is to displace the constitutive effects of language on the Secondary English pre-service teachers'

subjectivities and pedagogies (Lather 1992a; 2004). The process of double reading involves three stages:

1. Identify the binaries, the oppositions that structure an argument;
  2. Reverse/displace the dependent term from its negative position to a place that locates it as the very condition of the positive term;
  3. Create a more fluid and less coercive conceptual organisation of terms that transcends a binary logic by simultaneously being both and neither of the binary terms.
- (Grosz 1989 in Lather 2004, p.205)

In providing a conceptual framework for the research design, the process of double reading (Grosz 1989; Lather 1996, 2004) serves to provide the research participants with 'a theoretically guided program of action over an extended period of time' (Lather 1995, p.297). The research design draws on ideas from the work of McWilliam (1993) who investigated a needs discourse in teacher education and the work of Lather (1991a, 1991b) who focused on student resistance towards a liberatory curriculum.

### 3.4.2 Research design: stage one

The first stage of the formal research occurred from September to October 2003, which corresponded to the first stage of the double reading process (Grosz 1989; Lather 1996, 2004). This stage involved understanding this particular teacher education site in order to identify the possible issues or resistances within this site. This stage involved a variety of data collection methods: two qualitative surveys, research journal, documentary analysis of course outlines and six informal interviews. The methods of data collection in the first stage of the research were deemed important in initiating an open and flexible building of theory grounded in 'both confrontation with and respect for the experiences of people in their daily lives' (Lather 2004, p.209). The methods of data analysis utilised in the research were constructivist grounded theory (Charmaz 2000; Charmaz & Mitchell 2002) and discourse analysis (Fairclough 2001; Lee 2000; Taylor 2001).

The research methods applied in the first stage of the research focused on obtaining meaning from the research participants' experiences of a teacher education program. As a research method, ethnography was firmly situated as referential, with the researcher making meaning from these presumed realist worlds. Referential refers to the premise that talk and texts convey information (Taylor



2001). Obtaining meaning seemed to be the most important part of the research, although it became apparent in analysing the first year data that there may be 'more than one meaning at once' (Rhedding-Jones 1995, p.495).

In this first stage of the double reading process (Grosz 1989; Lather 1996, 2004) the research sought to both identify and understand the binary oppositions which structured teacher education discourses. In relation to the research, this involved an examination of the Bachelor of Teaching program through a discourse analysis of the course outlines, which directly related to the Secondary English pre-service teachers' initial experiences of teaching. This analysis sought to identify and understand the binary oppositions within the discourses of one teacher education site.

The first stage of the research further involved two subsequent qualitative surveys which were given to the pre-service teachers involved in the three English/Literacy curriculum courses in the Bachelor of Teaching program before and after their second practicum. This was viewed as instrumental in understanding the discursive effects of schools and school practices on pre-service teachers' subjectivities, as well as understanding the discursive effects of the university on the pre-service teachers' subjectivities. The collection of data from these two sites recognised the positioning of pre-service teachers as marginally situated in two worlds, that is, the university and the school, and the powerful effects these institutionally sanctioned discourses have on their subjectivities (Britzman 1991).

As well as giving two qualitative surveys to the pre-service teachers, the researcher conducted informal interviews with six pre-service teachers to understand their experiences of the Bachelor of Teaching program and their second practicum. Two pre-service teachers from each of the three English/Literacy curriculum courses were interviewed on their initial ideas of teaching. These interviews confirmed the need for more data to resituate and refocus the research design on the discursive rather than the experiential. At the same time the research was further enhanced by the simultaneous collection as well as the analysis of the data (Sarantakos 1998).

During this period the researcher also acted as a participant observer in the different university courses that related initially to the six pre-service teachers. As this research changed in its focus from six to twenty-six pre-service teachers, the discussion will focus on observations of the Secondary English pre-service

teachers' initial experiences of teaching. The researcher spent a considerable part of the research in the Secondary English (ESA 110) classroom to understand pre-service teachers' initial experiences of teaching and learning, especially in relation to English/Literacy. The researcher attended these classes twice a week, in two-hour sessions, for the duration of the pre-service teachers' Bachelor of Teaching degree over a two-year period. During this time the researcher observed and recorded 'the semiotics and the events constituting discourse, while at the same time including the reactions of the observing and theorising researcher' (Rhedding-Jones 1995, p.486).

The Secondary English (ESA 110) university class comprised of six male and twenty female pre-service teachers, who already had a previous degree before considering teaching as a career option. Many of these pre-service teachers had an Arts degree, majoring in English. At the beginning of the year the pre-service teachers were placed into groups by the senior lecturer, who encouraged group work as part of their professional development. It was observed that the pre-service teachers were initially resistant to working in groups after their independent learning in their previous degrees. These groups were changed twice a year so that pre-service teachers were encouraged to work with different groups of people. Each group was required weekly to present one text presentation and one presentation of literacy pedagogical theory. The groups initially focused on displaying their teacher qualities as important in their presentations, and gradually, during the course of their first year, they included strategies they had learnt on their school experiences. It was observed that these initial demonstrations did not include an interrogation of their practice or include any assessment instruments.

The initial analysis of the first stage of the formal study using constructivist grounded theory (Charmaz 2000; Charmaz & Mitchell 2002), in addition to the initial immersion of the researcher in the research site, reorganised the research methods utilised within the research. The writing projects, which were constructed by the researcher after this initial analysis, became the most important research gathering technique in understanding the research participants' discursive experiences. Resituating the methods of the research resituated the researcher from the initial role of expert to developing a more personal and collaborative relationship with the research participants. A main feature of the writing projects was the collaboration between all participants, including the researcher and the senior lecturer. It became important for the research to collaborate with pre-service

teachers to 'incorporate new oppositional discourses or alternative concepts into old ideological formations' (Lather 1995, p.299). This also demonstrated the flexibility and openness of the methods and the research design (Sarantakos 1998) which were modified in order to adjust to the participants.

The initial analysis of the first-year data illustrated that pre-service teachers were restricted and entrapped by the powerful discourses in the Bachelor of Teaching program. The research sought to problematise these disabling categories and discourses that the pre-service teachers had occupied. A major consideration was to create a semiotic space which would give these pre-service teachers a 'genuine oppositional semiotic voice in teacher education' (McWilliam 1993, p.134).

By repositioning and changing the research methods, the research sought to assist pre-service teachers in working within/against (Lather 1991a, 1991b) their own discursive practices as well as the discourses imposed on them in teacher education. It was recognised that the reconceptualisation of teacher education meant problematising and reconstructing pre-service teachers' own knowledge constructions (McWilliam 1993). In addition this also meant reconceptualising the lecturers' and researcher's own discursive practices (McWilliam 1993).

In resituating the methods of the research, discussion took place between the senior lecturer of the Secondary English (ESA 110) course and the researcher to address the issues that emerged from the first stage of the research and which highlighted the pre-service teachers' resistance towards both the university and school discourses and towards the conflicting theoretical positions within the Bachelor of Teaching program. It was mutually agreed between the senior lecturer of the Secondary English (ESA 110) course and the researcher that the researcher would construct a new assessment tool for the second year of the course. This assessment tool would seek to displace and reposition pre-service teachers' resistance into alternative, productive spaces in their construction of their subjectivities. This assessment was constructed as a writing project that would seek to work as an interruptor strategy on subjectivity (McWilliam 1995). It was made explicit to pre-service teachers during the research that the researcher was not involved in their assessment of the Secondary English (ESA 110) course. Feedback by the researcher on the writing projects was related to viewing writing as collective and peer-based rather than assessment based (Lee & Boud 2003).

### 3.3.4 Research design: stages two and three

The second year of the research corresponded to the last two stages of the double reading process (Grosz 1989; Lather 1996, 2004). The second year would involve displacing the constrictive binaries in pre-service teachers' thinking, repositioning them in more productive spaces in the construction of subjectivity. The period of data collection occurred from March to October 2004. The research methods employed during this stage were the writing projects, research journal, informal interviews, email correspondence and a final qualitative survey. The methods of data analysis were constructivist grounded theory (Charmaz 2000; Charmaz & Mitchell 2002) and discourse analysis (Fairclough 2001; Lee 2000; Taylor 2001).

The repositioning of the types of research methods meant that there was a shift in emphasis on the constitutive and the textual rather than the referential. Language was deemed to be constitutive, that is, 'it is the site where meanings are created and changed' (Taylor 2001, p.6). It was recognised at this stage that the pre-service teachers' subjectivities were constituted through language (Weedon 1997). This situated the research in both the emancipation and the deconstruction discourse, emphasising the critical, feminist, and poststructuralist intentions of the research.

Ethnography, in comparison with the first year, became a 'site of doubt' (Britzman 1995, p.236) rather than a site of truth where the focus became one of how poststructuralist theory could assist in reinscribing interpretative efforts. Rather than focusing solely on representation, the writing projects sought to act as an intervention by problematising pre-service teachers' constructions of subjectivity through their own writing. As Britzman argues, 'I wondered what it would mean to read student teaching as if it were a text' (2000, p.30).

The Secondary English (ESA 110) class had become familiar with the researcher observing in the university classroom during the first year of the research. By the second year the class had accepted the researcher as part of the class. The researcher continually made explicit to the pre-service teachers any observations or analysis that occurred during the normal process of the research. The class was informed that the researcher had constructed the second-year course assessment. The researcher and the senior lecturer worked collaboratively in explaining the stages of the writing projects. This involved detailed discussions on how to structure their writing projects, with particular focus on giving feedback on the linguistic and generic features of the writing process.

The research sought to implement, as an interruptor strategy on subjectivity (McWilliam 1995), the writing projects in the second year of the Secondary English (ESA 210) course. The writing projects became in effect a subtext detailing the personal journey, or subjectivity, of the pre-service teachers (Bloom 1998). The writing projects were implemented over the two semesters of the second year of the Bachelor of Teaching program, which involved pre-service teachers working in both the university and school contexts.

Pre-service teachers were encouraged to choose an area of English/Literacy teaching that they wanted to improve in both theory and practice. The pre-service teachers were then placed into groups with individuals with similar interests. This initial process was about showing them an ethics of care in not manipulating them to fit the agenda of the course outline, rather it was concerned with understanding their own practice (Zeichner & Gore 1995). The Secondary English course (ESA 110 & ESA 210) based its teaching around the five perspectives of English/Literacy teaching in Australia (Department of Education Tasmania 2004). The areas of concern for these pre-service teachers were situated around four of the five of these perspectives: a skills-based perspective; a cultural heritage perspective; a personal growth perspective and a functional perspective. It was observed that none of the pre-service teachers was interested in learning more about critical literacy, which was the preferred perspective of the senior lecturer. The initial discussions served to highlight pre-service teachers' concerns in the areas of: the explicit teaching of skills; the value of cultural heritage texts and teaching; the theory of personal growth as critical for pedagogical practice; inclusive assessment; inclusive practices and the explicit teaching of genre.

During the second year of the research, pre-service teachers became very familiar with examining their pedagogies as texts in the university classroom. The first year of the Secondary English (ESA 110) course had introduced them to a method of discourse analysis through the work of Rowan (2001). In the second year, in the early stages of the writing projects, the pre-service teachers were asked by the researcher to write a narrative based on personal experience. These narratives were then deconstructed using Haug's (cited in Kamler 2001, p.68) memory work to begin the process of 'interrupting their experience as truth'. These examples point to poststructuralist theorising as a method of interrupting or displacing pre-service teacher's initial assumptions of teaching and learning. This initial displacement of

assumptions was done so that pre-service teachers could explore their own sense making and meta learning (Lather 1991a).

A critical part of the process of the writing projects was the feedback from the senior lecturer and researcher after each stage. This was a time-consuming part of the process but a very rewarding experience for the pre-service teachers, the senior lecturer and the researcher. Feedback was treated as response data, that is, 'We need other people to make us think' (Lather 1996, p.534). Feedback related to the specifics of the writing inquiry and to the methods of how the pre-service teachers as 'researchers of language' could address these issues in their own classrooms (Kamler & Comber 1996).

The senior lecturer and researcher acted as critical colleagues in providing written and oral feedback on material, interactive, and ideological issues with pre-service teachers at every stage of the writing process (Freebody & Baker 2003). The construction of the writing projects also involved the continual rewriting of stages. This involved the process of re-writing the self (Kress 1996b). Also, important to the research was the value of developing professional, collaborative relationships within education (Darling-Hammond 1997). The process of rewriting involved the researcher, the senior lecturer and the pre-service teachers. The writing groups further made visible 'the emotional dimensions of development and change' in the pre-service teachers' subjectivities (Lee & Boud 2003, p.189).

## 3.5 Methods of data collection

This section provides a detailed account of the six research methods used to collect data within this research: qualitative surveys; a documentary analysis of course outlines; research journal; informal interviews; writing projects and electronic mail communication.

### 3.5.1 Qualitative surveys

This research utilised qualitative surveys as a main source of information gathering through written questions (Sarantakos 1998). In particular, surveys were employed at various stages during the pre-service teachers' two year degree to determine their responses to the Bachelor of Teaching program (see Appendix A, B and C). Appendix A relates to a survey of the pre-service teachers before their second practicum, which occurred on 10 September 2003; Appendix B relates to a survey

after their second practicum on 22 October, 2003; and Appendix C relates to a survey after their last practicum on 27 October, 2004. These qualitative surveys were administered personally by the researcher during the classes in the Bachelor of Teaching program. Pre-service teachers were assured anonymity when these qualitative surveys were handed out.

Qualitative surveys were chosen by the researcher because they offered greater assurance of anonymity as well as offering a wide coverage of participants (Sarantakos 1998, p.224). The surveys were seen as a way of understanding the effects of the discourses in the Bachelor of Teaching program on pre-service teachers' subjectivities at a broad level. These surveys were used in an interactive way by gathering new knowledge, not only to understand the research object but also to adjust the research design (Sarantakos 1998, p.199). The responses from the second qualitative survey in the first year of the research assisted in changing the direction of the research. Whilst surveys have these advantages, it was recognised that this method of data collection did not allow for pre-service teachers to probe further or to clarify questions. Similar questions and themes were given in the informal interviews so that pre-service teachers could clarify questions which they were uncertain about.

The questions were open-ended in order to offer pre-service teachers an opportunity to express their thoughts as well as the opportunity to offer more detailed answers. (Many continued their responses on the reverse side of the surveys when they ran out of space on the front.) The questions related to the research topic around issues of English/Literacy, pedagogical practice, practicum experiences and the research itself and its effect on their pedagogies. The final survey asked pre-service teachers for their responses on how to improve the teaching within the Bachelor of Teaching program.

The thesis, however, recognises that the use of surveys and the writing up of these surveys supposes that the participants are 'assumed to speak for themselves, so that what is gained by canvassing a broad set of views is some kind of truth about what is going on in the field' (Lee 1995/1996, p.20). Rather than view these responses as truth, the research views these written responses as socially constructed and open to multiple interpretations.

### 3.5.2 Course outlines

This research collected university course outlines as important documents in understanding pre-service teachers' experiences of the Bachelor of Teaching program. This method of data collection was selected because course outlines, as a public document, provided valuable information on contextualising the research site (Cresswell 2005). As a secondary source of material they were instrumental in understanding how the pre-service teachers were positioned within discourses of teacher education (Sarantakos 1998). These documents were also contemporary in nature as they directly related to the experiences of the pre-service teachers.

The course outlines were also chosen because they contained information relating to pre-service teachers learning and provided the researcher with analytic generalisations (Sarantakos 1998). These documents were accessed easily and provided limited bias as they were produced by the lecturers – without being requested by the researcher. These documents were analysed using constructivist grounded theory (Charmaz 2000; Charmaz & Mitchell 2002) and discourse analysis (Fairclough 2001; Lee 2000, Taylor 2001).

These course outlines, however, were also analysed for their impositional tendencies. Ellsworth (1989) in her critical examination of university course outlines in relation to critical pedagogy, argues

... when participants in our class attempted to put into practice prescriptions offered in the literature concerning empowerment, student voice and dialogue, we produced results that were not only unhelpful, but actually exacerbated the very conditions we were trying to work against. (p.298)

In relation to teacher education, the course outlines provided the research with details on how language can be employed to perpetuate relations of domination (Ellsworth 1989, 1992).

### 3.5.3 Research journal

A journal was kept by the researcher during the period of the research. As the research was positioned in an ethnographic approach, it was considered important to record 'social life as it unfolds and also in natural situations, not artificial settings' (Sarantakos 1998, p.199). This journal recorded the researcher's observations, describing the events and experiences of pre-service teachers in their university courses and on their practicum experiences. Observations emphasised



the every day contexts of the pre-service teachers' lives in both the university classroom and the practicum experiences (Knobel & Lankshear 1999). These journal entries were anecdotal, subjective and personal and did not attempt to reproduce the same information collected in the data.

The journal served as a record of insights that the researcher made while gathering the research. The writing in the journal was not considered truth but a 'reconstruction of experience' (Holly 1997, p.7). The journal also served to record issues that arose during the research, such as research methods, the evolving research questions, informal interviews with pre-service teachers and analytic memos which were related to the analysis of the data (Arhar, Holly & Kasten 2001).

### 3.5.4 Interviews

Interviews were selected as a method of gathering data because they had the capacity to correct misunderstandings by the participants, especially after the implementation of the surveys (Sarantakos 1998, p.266). The interviews also offered the researcher a way of recording spontaneous answers that were not available by surveys (Sarantakos 1998, p.266). Furthermore, interviews could also be structured to fit the research design. Interviews were initially conducted with six pre-service teachers in the first year of the research (see Appendix D). These interviews were informal and unstructured and took place after the second practicum. With the increased number of participants from six to twenty-six, informal interviews occurred after their final practicum experience (see Appendix E). It was very important before this time that trust was built between the researcher and pre-service teachers. Gaining trust was essential to the success of the interviews, and trust was valued because once gained, it can still be very fragile (Fontana & Frey 2000).

The interviews occurred in the researcher's office in an informal and unstructured manner. It was critical that 'the environment should be stimulating, comfortable and conducive to quiet, private and relaxed talk' (Sarantakos 1998, p.260). The interviews were interactive and open-ended. The researcher was not interested in capturing precise data in order to fit pre-established categories, but instead saw this as 'an attempt to understand the complex behaviours of members of society without imposing any prior categorisation which may limit the field of inquiry' (Fontana & Frey 2000, p.653).

The researcher, in making explicit the relationship as researcher, always asked permission to record by writing notes in the journal on the pre-service teacher's comments. As Sarantakos argues, 'taking notes is perceived positively, since some people think that the interviewer who records notes takes their views very seriously' (1998, p.261). The pre-service teachers seemed genuinely interested in the research and sought out the researcher to discuss their own developing pedagogies. Bloom acknowledges that the participants' participation is 'grounded in a sincere desire to explore their experiences' (1998, p.18). This highlighted the reciprocal nature of the research. As Oakley points out, 'In interviewing there is not intimacy without reciprocity' (1981, p.49).

The most significant aspect of the interviews was the meaning-making that occurred between the researcher and the pre-service teachers. The interviews were not treated as 'a neutral conduit but a productive site of reportable knowledge itself' (Holstein & Gubrium 1995, p.3). Through the interviews the researcher began to understand the contradictory realities in which the pre-service teachers were encompassed within the Bachelor of Teaching program.

The pre-service teachers were seen not as 'repositories of knowledge-treasures of information awaiting excavation – as they are constructors of knowledge in collaboration with interviewers' (Holstein & Gubrium 1995, p.4). Rather, pre-service teachers assisted the researcher in the construction of knowledge through these interviews by offering and giving extra information after the interviews in the form of journal entries and class work. Thus the interviews were dialogic in that both the researcher and the pre-service teachers revealed themselves and reflected on these disclosures (Bloom 1998). As Lather argues, 'Self disclosure on the part of the researcher fosters a sense of collaboration' (1995, p.299).

### 3.5.5 Writing projects

Data was collected in the form of the pre-service teachers' writing projects in the second year of the Secondary English (ESA 210) course. This method of data collection was selected to assist the Secondary English pre-service teachers in repositioning their subjectivities and pedagogies. The first year of the research made visible their resistance towards the discourses of the university and the schools. As the research is positioned in feminist, poststructuralist theory, it is interested in empowering and transforming oppressive and exploitative conditions (Sarantakos 1998, p.69).

The writing projects served as personal documents of pre-service teachers' construction of subjectivities (Sarantakos 1998). These writing projects were based around the idea of research as writing (Lee 1995/1996, 1998), which positioned writing rather than research as critical in repositioning pre-service teachers' subjectivities. These writing projects were structured into five stages corresponding with the pre-service teachers' time at university and on two practicum experiences. Each stage correlated to the processes of the standard research process:

1. Define the writing issue or concern in your English/Literacy practice
2. Investigate the issue or challenge in school and literature
3. Redefine and refine the research problem using the transformational analysis questions (Rowan 2001)
4. Demonstrate how this issue will be addressed in your planning and assessment tools
5. Implement the planning and assessment tools that will address your issue. Analyse and discuss the implementation of these tools using the transformational analysis questions (Rowan 2001).

These stages were implemented over the course of the second year of the Bachelor of Teaching program and provided the basis for the twenty-six Secondary English pre-service teachers to investigate issues within their evolving practices which related to English/Literacy teaching. Rather than concentrating on the research process, the research sought to concentrate on the writing process and the social practices surrounding this process. Writing was deemed to be a key site where subjectivity was performed (Lee & Boud 2003). The writing projects served also to document for the senior lecturer and researcher how these issues might be addressed in their teaching practices (Arhar, Holly & Kasten 2001).

The pre-service teachers in the initial phase of the writing projects were organised into expert groups that would act as collaborative writing groups in investigating their issues. The expert groups would collaboratively write and report their findings to the university class and provide information for their colleagues over the course of the year. This demonstrated that writing is not only individual but collaborative (Saunders et al. 1999). This was done to reposition beginning teachers from an individualistic approach to understanding an issue, to one focusing on the multivocality of participants' attitudes and beliefs (Madriz 2000, p.836). The writing projects also sought to reposition beginning teachers as central informants in problems with English/Literacy teaching (Kamler & Comber 2003/2004, p.141).

The writing projects employed deconstructivist strategies (Rowan 2001) to displace and reposition pre-service teachers' initial assumptions of teaching. These deconstructivist strategies involved a series of questions which assisted the Secondary English pre-service teachers in understanding how and why their pedagogies as texts are constructed in particular ways (Lather 1992a). The following questions were included within the writing projects:

Who/What is included?  
Who/What is excluded?  
What are various individuals associated with? Who gets to do what?  
What is represented as natural and normal?  
Who/What is valued? How is this communicated?  
How does the text reproduce or challenge mythical norms?  
(Rowan 2001, p.49)

The writing projects, through these deconstructivist strategies, sought to position these beginning teachers as critics of their own theoretical and textual practices. The writing projects also included the construction of planning and assessment tools to address their initial assumptions of teaching. These planning and assessment tools and strategies sought to position pre-service teachers' work as useable for future practice (Kamler & Comber 2003/2004).

### 3.5.6 Electronic mail communication

Electronic mail communication, or more commonly, emails, provided a means for pre-service teachers to communicate constantly with the researcher. It was made explicit that emails were treated as personal correspondence and confidential. Emails were selected as a method of data collection because they provided information on the research participants without disturbing them in a direct or disruptive way. The emails acted as secondary material to the data collection and the analysis (Sarantakos 1998, p.274). These emails were seen as secondary material as they were not primarily developed for the research in which they were used (Stergios, cited in Sarantakos 1998).

Email communication developed as secondary material as a result of its relevance and speedy access to pre-service teachers' worlds and experiences. This method of communication was mainly used when pre-service teachers were on their practicum experiences. It reinforced and contributed to the maintenance of a communication channel between pre-service teachers and the researcher and senior lecturer (Sunderland 2002). Sending emails provided pre-service teachers with

support whilst they were on practicum experiences and was convenient for asking questions related to their coursework. All the pre-service teachers had access to computers in their schools, so this was not an issue. The emails acted as a conversational tool for pre-service teachers to deal with issues in their schoolwork and university coursework (Smeaton & Waters 2000). This type of communication was useful when informal interviewing was not possible due to distance and time issues related to the pre-service teachers' practicum experiences.

## 3.6 Methods of analysis

This section provides an overview of the methods of analysis employed within the research. In particular it provides a discussion on constructivist grounded theory (Charmaz 2000; Charmaz & Mitchell 2002). This section also briefly discusses discourse analysis as a method of social action which sought to change the boundaries of the order of discourses in one teacher education site (Fairclough 2001). It also provides a brief description of the double reading (Grosz 1989; Lather 1996, 2004) of the codes and categories.

### 3.6.1 Constructivist grounded theory

This thesis is informed by constructivist grounded theory (Charmaz 2000; Charmaz & Mitchell 2002) and a coding process initially used to investigate and interpret the data and the readings of the discourses produced. These discourses were constructed from the systematic and simultaneous collection and analysis of data relating to the construction of discourses in one teacher education site. Constructivist grounded theory was selected because it allowed the researcher to adopt research strategies which were not rigid or positivistic in nature, but were flexible and focused on the creation of meaning (Charmaz 2000). The focus was on the meanings ascribed by the participants rather than in gathering facts and describing acts (Cresswell 2005).

In relation to this research, this meant developing an understanding of Secondary English pre-service teachers' discursive experiences in one teacher education site in order to assist in repositioning them more equitably and strongly within the discourses of this particular site. As a consequence, repositioning subjectivity involved repositioning theory development through the continual engagement with the data. An essential part of grounded theory is the premise that theory follows

from data rather than precedes it (Charmaz 2000). In other words, 'the purpose of grounded theory is to generate theory, not to verify it' (Charmaz 2000, p.513).

As this research is located in poststructuralist theory, it sought to work towards an 'open, flexible theory building' (Lather 2004, p.209). Constructivist grounded theory was utilised as it offered 'flexible, heuristic strategies rather than formulaic procedures' (Charmaz 2000, p.510). Constructivist grounded theory and poststructuralist theory both offered the research different ways of looking at the data. The rationale for using poststructuralist theory was that it 'offers the possibility for less fixed and determined ways of looking' (Lather 1991a, p.39).

Constructivist grounded theory methods were chosen for their rigor as well as their flexibility. This thesis sought to display rigor not only in its detail of the data collection techniques but in its analytic process which was interested in 'the development, refinement and interrelation of concepts' (Charmaz 2000, p.510). The rigor in this research was built through the constant comparison and analysis of codes and categories within the data. As Charmaz argues, 'These procedures are intended to make researchers' emerging theories denser, more complex, and more precise' (2000, p.515).

The comparison of codes, categories and discourses served as a central tool of analysis in this research (Charmaz 2000; Cresswell 2005; Sarantakos 1998). Comparisons between different people, data, incidents and categories served to develop theory (Charmaz 2000). This research sought to compare course outlines, practicum experiences, qualitative surveys, experiences of pre-service teachers and the different stages of the writing projects. The focus was on connecting categories and emerging theory through these comparative techniques, rather than simply describing categories or events (Cresswell 2005).

This research employed a flexible emerging design. An emerging design is 'the process in which the researcher collects data, analyses it immediately rather than waiting until all data are collected, and then bases the decision about what data to collect next on this analysis' (Cresswell 2005, p.405). Combining ethnography and constructivist grounded theory together allowed data to be collected from the beginning of the research, which increases the researcher's 'involvement in the research enquiry' (Charmaz & Mitchell 2002, pp.161-162).

### 3.6.2 Open coding

Within constructivist grounded theory, coding occurs simultaneously with the collection of data (Charmaz 2000; Charmaz & Mitchell 2002). As Charmaz argues, 'We create codes as we study our data' (2000, p.515). The process of coding a text thematically by interpreting its meaning is a process of constructing meaning (Van Manen 1997). This focus on meaning furthers rather than limits interpretative understanding (Charmaz 2000).

The subtleties of meaning in the data also demonstrate theoretical sensitivity (Strauss & Corbin 1990). Theoretical sensitivity in this research is drawn from the professional and personal experience of the researcher in undertaking the same teaching degree as the pre-service teachers a few years prior to the research. This experience is deemed useful; however, it is acknowledged that 'not everyone else's experience has been similar to yours' (Strauss & Corbin 1990, p.43).

The first stage of theory construction in constructivist grounded theory is an open coding process, or initial coding, which is concerned with examining each line of data and then defining actions or events within it (Charmaz 2000). Within this research, these codes were constructed by the researcher and related to the experiences that Secondary English pre-service teachers were undergoing in the process of becoming a teacher over a two-year period. The open coding process assisted the researcher in remaining 'attuned to our subject's views of their realities, rather than assume that we share the same views and worlds' (Charmaz 2000, p.515). Part of this process also involved making the codes active which gives further insight into what the participants are doing and what is happening in the setting (Charmaz 2000). As Cresswell argues, 'Using active codes ... best captures the experiences of the individuals' (2005, p.402).

The research used both quantitative and qualitative methods of analysis in the construction of these initial codes. A quantitative method was used as part of the coding process. This assisted in framing the central or core codes within the data. The counting of the codes assisted in determining the frequency of the core codes within the data. A qualitative method was also used mainly for 'descriptive or exploratory research and places emphasis on context, setting and the subject's frame of reference' (Sarantakos 1998, p.57).

Throughout the grounded theory process, memos were created about the data (Charmaz 2000; Cresswell 2005). Memos are defined as 'notes the researcher writes throughout the research process to elaborate on ideas about the data and the coded categories' (Cresswell 2005, p.411). Memos were useful in refining the research in the collection of the data, the initial coding of the data and later theoretical sampling (Charmaz 2000). Taking memos was instrumental in assisting the researcher to go back into the field through theoretical sampling to locate 'precise information to shed light on an emerging theory' (Charmaz 2000, p.519). These memos further assisted in sorting out the data, refining categories, and making connections between the categories (Charmaz 2000).

### 3.6.3 Axial coding

After the open coding process, the data was examined using axial coding (Charmaz 2000; Charmaz & Mitchell 2002). Axial coding concentrates on issues related to the axis of a category and involves more intense analysis (Sarantakos 1998, p.203). As a result of the axial coding process, the categories were established and various subcategories or codes were 'dimensionalised' along a continuum (Charmaz 2000). A dimensionalised property or subcategory means that 'the researcher views the property on a continuum and locates, in the data, examples representing extremes on this continuum' (Cresswell 2005, p.398). The process of dimensionalising the subcategories served as an important way of demonstrating the process of subjectification of the Secondary English pre-service teachers. This process allowed for the discovery of differences as well as similarities within the categories (Strauss & Corbin 1990).

In particular, this research introduces the concept of dimensionality to the data to 'recognise and account for complexity beyond one meaning of a property or phenomenon' (Charmaz 2000, p.516). Strauss and Corbin (1990) give an example of the appearance of colour in different types of flowers to describe the concept of dimensionality. Dimensionalising the categories reveals patterns in the data (Strauss & Corbin 1990). By grouping several profiles of categories together, further patterns emerge in the data.

The construction of categories within this research serves as a crucial stage in theory construction; however, it recognises that categories are both socially constructed and not fixed. This is in contrast with quantitative research, which



assumes categories carry an objective and neutral status. The data in this research, however, consists of the 'researchers' and subjects' mutual constructions' (Charmaz & Mitchell 2002, p.164).

Poststructuralist theory also considers that categories require disruption in an effort to 'fight the tendency for categories to congeal' (Davies 1994; Lather 2004, p.205). The dimensionalisation of the categories and their relevant subcategories or codes demonstrates how categories are not fixed but change over time and are constantly reconstructed in the research process. Sarantakos argues, 'Concepts and categories change as soon as knowledge of them and their environment changes and as soon as new ideas emerge and new explanations dominate' (1998, p.201).

### 3.6.4 Selective coding

In constructivist grounded theory (Charmaz 2000; Charmaz & Mitchell 2002) selective coding occurs after axial coding. This thesis, however, applied a flexible interpretation of selective coding by employing the dimensional profile to display key categories (Charmaz 2000). Selective coding was implicitly done rather than explicitly. Similar to selective coding, this stage still involved the researcher constructing a theory from the interrelationship of the categories in the axial coding model (Cresswell 2005). This further stage involved systematically grouping the categories together (Strauss & Corbin 1990). Dimensionalising the categories across a table makes visible the 'complexity beyond one meaning of a property or phenomenon' (Charmaz 2000, p.516).

### 3.6.5 Discourse analysis

After using a dimensional profile to group key categories together, the research sought to redefine these categories into dominant discourses (Charmaz 2000). As one of the main considerations of the research was to understand the effects of the dominant discourses in one teacher education site, this involved a discourse analysis of the data. Discourse analysis was used in the research to understand how language and power both constructed and constrained the Secondary English pre-service teachers' subjectivities. As the research was situated in a postpositivist discourse, it sought not to offer truth but rather an interpretation (Taylor 2001). Equally important to the research was the implementation of discourse analytic techniques (Rowan 2001) within the writing projects, which sought to displace pre-service teachers' initial assumptions of teaching.

Discourse analysis is positioned within this thesis as social action (Luke 1997). As this thesis is based in critical pedagogy it advocates social action that is 'designed and created by and for research participants with the aid and cooperation of researcher' (Lincoln & Guba 2000, p.175). The research through discourse analysis sought to change the boundaries of an order of discourse (Fairclough 2001). An order of discourse is defined as

a social structuring of semiotic difference – a particular social ordering of relationships amongst different ways of making meaning, that is, different discourses and genres. One aspect of this ordering is dominance: some ways of making meaning are dominant or mainstream in a particular order of discourse, others are marginal, oppositional or "alternative". (Fairclough 2001, p.235)

The research sought through constructivist grounded theory (Charmaz 2000; Charmaz & Mitchell 2002) and discourse analysis (Fairclough 2001; Lee 2000; Taylor 2001) to change the boundaries of the order of discourse occupied by the Secondary English pre-service teachers in one teacher education site. This involved repositioning these pre-service teachers from oppositional discourses into alternative discourses in the construction of their subjectivities (Fairclough 2001).

### 3.6.6 Double reading

Added to the rigor of the data analysis was a double reading (Grosz 1989; Lather 1996, 2004) of the first-year data, involving the analysis of the course outlines discussed in Chapter Four. After the construction of discourses the researcher applied an oppositional and a reflexive reading of the data analysis. This was completed so that the researcher was constantly aware of avoiding a theoretical imposition towards the data. As Lather argues, 'Deconstruction foregrounds the lack of innocence in any discourse by looking at the textual staging of knowledge, the constitutive effects of the use of language' (2004, p.205).

As a feminist researcher it was important to not only disrupt pre-service teachers own normatively fixed categories but also to disrupt the research text's own constructed codes and categories. This was done to create

a different space in which to undertake other performances, other thinking, power and pleasures, to create new lines of flight, fragments of other possibilities, to experiment differently with meanings, practices and our own confoundings. (Lather 1997, p.234)

This disruption of categories was about working within/against the dominant, contesting discourses in one teacher education site as well as framing the complicity and intentions of the researcher towards transformation in pre-service teachers (Lather 1991a, 1991b, 1997). Lather suggests routes of escape, that is, 'moments and practices to refuse what we are, to get our identities as social researchers all wrong' (1997, p.234). The double reading (Grosz 1989; Lather 1996, 2004) of the three discourses in Chapter Four disrupted the researcher's own assumptions of the discourses constructed from the data and highlighted the impositional tendencies of this teacher education site on pre-service teachers' subjectivities.

### 3.7 Issues of legitimation and measurement

#### 3.7.1 Constructing spaces of constructed visibility

This section discusses the research issues of legitimation and measurement, in particular, generalisability, representation, triangulation and validity.

As the thesis is situated in a postpositivist discourse towards research, it positions regulations and restraints differently to positivist discourses. Positivist discourses focus on the real and the found; whereas postpositivist discourses focus on the constructed and the crisis of representation (Lather 1993). Similarly qualitative and quantitative traditions in research position issues of legitimation and measurement differently. Quantitative research consists of a measure of standard error that is inbuilt and is acknowledged (Cohen, Manion & Morrison 2000). Qualitative research, however, positions the subjectivity of the research participants, their opinions and attitudes as contributing to a degree of bias (Cohen, Manion & Morrison 2000).

As this thesis is positioned within a qualitative tradition towards research, it acknowledges issues of bias rather than measures of standardisation. Rather than focusing on issues of measurement this thesis works towards constructing spaces of constructed visibility and reflexivity (Lather 1993). This entails a reflexivity 'that attends to the politics of what is and is not done at a practical level in order to learn "to read out" the epistemologies in our various practices' (Lather 1993, p.674). This process formulates 'self-corrective techniques to check the credibility of the data and to minimise distorting bias' (Lather 1991a, p.66).

### 3.7.2 Generalisability and representation

Generalisability and representation are terms used differently within different research discourses. In positivist research based on quantitative measures, probability theory is applied to samples of whole populations to attain representativeness, which allows generalisations to be made to those populations (Sarantakos 1998). Qualitative research, on the other hand, applies generalisability differently, as sampling is usually too small to apply probability theory to it.

In regards to generalisability, this thesis employs theoretical sampling as part of constructivist grounded theory (Charmaz 2000; Charmaz & Mitchell 2002) to develop a theoretical analysis rather than 'approximate any statistical representation of the population parameters' (Charmaz & Mitchell 2002, p.168). Theoretical sampling is about refining ideas, not about increasing the size of the original sample (Charmaz 2000, p.519). The first year of the research demonstrated the need for further refinement of the research in relation to the pre-service teachers. The initial analysis of the data demonstrated the need to look for specific issues related to resistance within the Secondary English classroom. This thesis furthermore limits the ability to make generalisations from the data collected. The results cannot be reduced to generalisations that could be used in other contexts but are only reflective and indicative of this one particular reading (Sarantakos 1998). It is generalisable to those specific circumstances only (Strauss & Corbin 1990, p.251).

Regarding the issue of representation, this thesis argues that representations are only partial and that there is no single truth (Lincoln & Guba 2000). Representation is deemed to be 'only and always shadows of the actual people, events and places' (Lincoln & Guba 2000, p.185). Lather believes that a researcher is positioned between an artist and a scientist whose 'task is to bring fragments (all we have) into a critical constellation so precise truth will allow itself to appear, however fleetingly, in the mosaic representation itself' (1997, p.239). Her interest is in a methodology of the imaginary, which involves three moves:

1. fragment material,
2. brood over liberated fragment, and
3. construct constellations of new meaning (Pensky, cited in Lather 1997, p.238).

This methodology is deemed an interruptive process where the specific moment of its legitimacy is in its ability to foreground the absence of truth, which has a productive effect (Lather 1997). This research, through the research design which was based on double reading (Grosz 1989; Lather 1996, 2004), sought to interrupt pre-service teachers' initial assumptions of teaching. The writing projects represented their fragments of knowledge reconstructed with new meanings. This research sought to interrupt pre-service teachers' representations of self to produce more productive representational resources and new meanings.

### 3.7.3 Triangulation

A process of triangulation was used to test and confirm the data (Guba & Lincoln 1981). The research involved different methods of data collection, such as informal interviews, the research journal, qualitative surveys, course outlines, the writing projects and email correspondence. The reason triangulation was used within the research was that it was generally thought to produce 'more valid and reliable results than the use of single methods' (Sarantakos 1998, p.169).

A multi-methodological approach to research was used to display a multiplicity of meanings, which from a feminist, poststructuralist approach lends support to the data analysis. One validating truth was not sought, rather different methods revealed different directions in the multiple readings of discursive productions. Multiple measures, therefore, were necessary to create data trustworthiness (Lather 1991a). Lather argues that 'the researcher must consciously utilise designs which seek counter patterns as well as convergence if data are to be credible' (1991a, p.67).

### 3.7.4 Validity

As this thesis is situated in a postpositivist discourse towards research, it works towards reconceptualising validity which is openly committed to a more just social order (Lather 1991a). Validity is seen as an important element of social science research. It is the 'limit question' of research derived from positivism that continually resurfaces; however, 'one that can neither be avoided nor resolved, a fertile obsession given its intractability' (Fraser, cited in Lather 1993, p.674). Rather than concentrating on criteria as fixed determinants of validity, this research sought to construct a research design that demanded vigorous self-reflexivity (Lather 1991a). Self-reflexivity involves the notion of looking. Looking is viewed

within this thesis as 'a partial and political act' (Kamler 2001, p.10). Lather further elaborates, 'It is not a matter of looking harder or more closely, but of seeing what frames our seeing-spaces of constructed visibility and incitements to see which constitute power/knowledge' (1993, p.675).

Validity represented through a feminist, poststructuralist framework is constructed as multiple, partial and deferred (Lather 1993). The research design based on the double reading process (Grosz 1989; Lather 1996, 2004) provides a framework that is a counter practice of validity. As Woodbrook argues, 'The overarching goal of the methodology is to present a series of fruitful interruptions that demonstrate the multiplicity of meaning-making and interpretation' (cited in Lather 1993, p.679).

This thesis focuses on applying rhizomatic validity (Lather 1993). This type of validity undermines stability. The rhizome is a metaphor used to describe the rigour of the research. Lather (1993) comments,

Rhizomes produce paradoxical objects; they enable us to follow an anarchistic growth, not to survey the smooth unfolding of an orderly structure. Rhizomatics are about the move from hierarchies to networks and the complexity of problematics where any concept, when pulled, is recognised as connected to a mass of tangled ideas, uprooted, as it were, from the epistemological field. (p.680)

Rhizomatic validity can be applied to the research design which was based on double reading (Grosz 1989; Lather 1996, 2004). The first stage involved a collection of different data sources from course outlines, informal interviews, the research journal and qualitative surveys. The researcher changed these methods to include the writing projects so as to resituate the position of 'transformative intellectual' (Lather 1993) to collaborative colleague with the pre-service teachers. The analysis of the data was presented to the pre-service teachers in such a way as to show the contradictory discourses that they occupied in this particular teacher education site. This resulted in the researcher being self-reflexive by changing the focus of the research to resituate pre-service teachers as transformers of their own pedagogies. The second stage involved the researcher co-theorising with the senior lecturer and the pre-service teachers to investigate issues in pedagogical practice. The writing projects, in addition to poststructuralist theorising (Rowan 2001), demonstrated the contradictions and interruptions to the pre-service teachers' subjectivities.

The third stage of the double reading process (Grosz 1989; Lather 1996, 2004) involved pre-service teachers resituating their subjectivities which positioned them more within networks than hierarchies (Lather 1993). The hierarchies of power were shifted, as the result of the implementation of the writing projects, towards developing network relationships with colleague teachers, lecturers and the researcher.

This thesis does not desire, however, to present these network relationships or rhizome relationships in a utopian or pluralist way as 'it still recognises social regulation and control' (Cranny-Francis 1995, p.104). Rather the thesis positioned pre-service teachers in constant tension within the powerful discourses within the university and school contexts. It also explicitly made visible the tension of situating the research in poststructuralist theorising which was interested in allowing 'the contradictions to remain in tension, to unsettle from within' (Lather 1993, p.681).

### 3.8 Conclusion

This chapter has sought to position the research in relation to the methods and methodological principles employed within the research. Postpositivist research discourses provide 'an alternative means of articulating the relationship between research and pedagogy' (McWilliam 1995, p.58). It has been argued that the methods and methodological principles serve a critical part in the subjectification of Secondary English pre-service teachers. This does not deny, however, that these research acts are implicated in relations of power in the construction of the Secondary English pre-service teachers' subjectivities (McWilliam 1995).

The following chapter seeks to understand how the contradictory dominant discourses of one teacher education site construct Secondary English pre-service teachers' subjectivities. In particular, it makes transparent the discursive dichotomies which exist in this particular research site. This chapter argues that these limiting categories constrain and constrict Secondary English pre-service teachers from reconstructing subjectivity.

## CHAPTER 4

# Making transparent discursive dichotomies

## Introduction

‘Liddy’ [pre-service teacher] told me later, after seeing her teach, that she had no control as it was not her classroom. She said she had done no critical literacy, even though she had Leonie Rowan’s book on her desk. She dare not try anything different. (Research Journal, 14 September 2003)

This journal entry was written after observing one of the Middle School pre-service teachers on her second practicum. It demonstrates how she is positioned by the different discursive practices of the university and school. This extract also demonstrates the different discursive dichotomies positioning this pre-service teacher, such as theory/practice, control/negotiation, passive/active and student teacher/developing educator. Her comment that she had done no critical literacy, even though she had Leonie Rowan’s book on her desk, shows how she is being constrained by the contradictory discourses of both the university and the school.

This chapter makes transparent the discursive dichotomies that exist in one teacher education site. Necessary to the exploration of new approaches in teacher education is an analysis of the traditional discourses of teacher education and how they discursively position pre-service teachers. This points to ‘reopening and re-examining the “relevance” of teacher education at the level of the discursive structures in which it has come to be articulated’ (McWilliam 1995, p.56). This research seeks to demystify the regimes of truth (Foucault 1980) in teacher education through the critical analysis of its discourses. The traditional narratives of teacher education construct notions such as theory/practice, content/process, masculine/feminine, rational/irrational and so on. These notions represent a

discursive and representational construction of that world in binary terms such that one term is always regarded as the norm and highly valorised, while the other is defined only ever in relation to it and devalorised. (Threadgold 1990, p.1)



Making these discursive dichotomies transparent will show how these representations are constructions, fictions (Threadgold 1990), and work towards an alternative space to reconstruct subjectivity. This thesis seeks to reverse and/or displace these dichotomies in the Secondary English pre-service teachers' thinking so that in the process they learn to 'write outside these limitations on what can (is possible/is allowed to) be spoken, meant and written' (Threadgold 1990, p.2).

This thesis recognises the power of the dominant discourses of teacher education in trapping pre-service teachers within conventional meanings and modes of being (Davies & Banks 1995). During the research process it is necessary that they are made aware of the discursive networks that construct their subjectivities (Davies & Banks 1995). To empower them, however, is to understand their discursive positioning first and foremost.

This chapter consists of five sections detailing the construction of dominant discourses, through analysis of the Bachelor of Teaching course outlines, which directly pertain to Secondary English pre-service teachers. Section 4.1 describes the methods of analysis employed within the research. Section 4.2 describes the analytic process of constructivist grounded theory (Charmaz 2000) and the comparative technique of the dimensional profile (Charmaz 2000) used within the research. Section 4.3 provides a detailed description of the three discourses found within the course outlines. Section 4.4 discusses the implementation of an aspect of the double reading process (Grosz 1989; Lather 1996, 2004) on the discourses to make transparent the construction of binaries in one teacher education site. Section 4.5 summarises the results of the analysis.

## 4.1 Multi-analytic approach

### 4.1.1 Multiple readings of the data

This section discusses the methods of analysis employed within the research. A multi-analytic approach is endorsed as it opens the researcher to contradictions and silences in the data as well as multiple readings. The methods of analysis used in this chapter are constructivist grounded theory, a dimensional profile, discourse analysis and a double reading of the data.

This first stage of the research seeks to understand the discursive tensions that pre-service teachers occupy within the Bachelor of Teaching program. This chapter

includes a critical analysis of the Bachelor of Teaching course outlines. This is necessary to understand how discourse/power/knowledge can be seen as an interconnected triad (Carabine 2001). The method of analysis used in the first part of this research is of a mixed design combining constructivist grounded theory (Charmaz 2000; Charmaz & Mitchell 2002), a dimensional profile (Charmaz 2000), discourse analysis (Fairclough 2001; Lee 2000; Taylor 2001) and a double reading of the data (Grosz 1989; Lather 1996, 2004). The purpose of using a multi-analytic approach is to expose the researcher to different readings and contradictions in the data. As Lather argues, 'The complexity of the human situation requires multiple research approaches' (Lather 2001, p.31).

## 4.2 Constructivist grounded theory

### 4.2.1 Flexible interpretation

This section provides a detailed description of constructivist grounded theory through a discussion of open coding, axial coding and a dimensional profile of the data (Charmaz 2000; Charmaz & Mitchell 2002). It also provides a brief overview of the construction of three discourses found through the continual refinement of the codes and categories.

Firstly, constructivist grounded theory (Charmaz 2000; Charmaz & Mitchell 2002) is employed to identify the initial codes which emerge from the data. These codes are renamed and are collapsed into categories through axial coding, and from these categories dominant discourses emerged. As constructivist grounded theory is flexible in its design (Charmaz 2000), selective coding was not implemented at this stage. Secondly, a dimensional profile (Charmaz 2000) is used to present the different constructions of the theoretical categories and discourses which the pre-service teachers occupy at various times within the Bachelor of Teaching program.

The last part of the analysis involves one aspect of double reading (Grosz 1989; Lather 1996, 2004), an oppositional reading within the confines of a binary system (Lather 1996, 2004). This process concerns the uncovering of binary formulations which emerge from the construction of categories and discourses in the initial analysis of the data. Important in the deconstruction of the data is not destroying what is oppositional. Instead it is about 'examining the limits of what we think we cannot think without, our most cherished assumptions' (Spivak, cited in Lather 1991b, p.5).

#### 4.2.2 Open coding

Using constructivist grounded theory (Charmaz 2000; Charmaz & Mitchell 2002), the open coding process identifies codes that emerge and are constructed from the course outlines in the first year of the Bachelor of Teaching program. These course outlines include: the School University Partnership Program; Professional Studies (ESA 102); Curriculum, Assessment and Teaching (ESA 102); Students and Learning (ESA 102); Practice of Teaching (ESA 103); and Secondary English (ESA 110). The construction of codes is a result of the researcher acting as a participant observer in these university courses in the first year of the pre-service teachers' Bachelor of Teaching degree. The data is closely examined to identify the layers of meaning present in the data. The process involves examining data in close detail for 'events, incidents, happenings that lead to the occurrence or development of a phenomenon' (Strauss & Corbin 1990, p.96).

The first stage of the open coding process involves developing codes that could be applied in determining the positioning of the Secondary English pre-service teachers within the Bachelor of Teaching program. It is fundamental to the research to make transparent the positioning of the pre-service teachers within the program to enable them to construct an alternative space for reconstructing their pedagogies. The codes are drawn from an initial reading of the course outlines. These codes are temporal and useful as a guide only and are always open to reconstruction. There is no assumption that these codes are closed or mutually exclusive. The initial exercise of forming generalisations within the data is done to extract questions that can be used for finer discrimination and analysis of the data.

The open coding process involves applying the codes to the data and counting the relevant responses to these codes. The process of counting and developing codes is based on the researcher's own experience both professionally and personally in the field of education. The main aim of the process is to simply identify the major features which emerge from the course outlines and identify each feature as an initial code.

#### 4.2.3 Codes and course outlines

Each of the course outlines, listed in 4.2.2, is examined closely to identify codes present in the data. Rather than applying the same codes to all of the course

outlines, each outline is examined for its own codes. This adheres to constructivist grounded theory's basic premise of developing the codes directly from data through an emergent process (Charmaz 2000). The coding of the different course outlines allows for a comparative analysis of the data between different people, objects, scenes, or events (Charmaz & Mitchell 2002).

In searching for codes in the course outlines, coding is made by a line-by-line analysis, 'the most generative form of coding' (Strauss & Corbin 1990, p.72). This type of coding has two effects, firstly, it builds ideas inductively, and secondly, it limits our own theoretical positions on the data (Charmaz 2000, p.515). The line-by-line analysis of the data sensitises the researcher to finding codes that emerge from the data and that identify one recognisable idea or process.

The course outlines are selectively read (Van Manen 1997) and reread and each code is highlighted with a marker pen so that it can be easily identified when counted. Another technique employed when analysing course outlines that are obtainable through computer technology is to highlight the code with font colour and the highlight function on the tool bar. The identification of the codes is done by inserting a comment box into the course outline text. After each code is examined, the number of responses are counted and recorded. During the examination of codes, memos are made to elaborate the relationships between the codes and provide an initial step in addressing their meanings (Charmaz & Mitchell 2002). These memos allow for elaboration of 'processes, assumptions, and actions that are subsumed under our codes' (Charmaz 2000, p.517).

Table 1 displays the nineteen codes that emerged from the Bachelor of Teaching School University Partnership Program (2003) course outline. This program provides an introduction for pre-service teachers into the practice of teaching in schools. It involves both the University of Tasmania and selectively chosen schools working in a partnership program to initiate pre-service teachers into teaching as well as provide student support in learning in schools. The program serves as an introduction into schools and involves pre-service teachers working with a colleague teacher one morning a week for a period of seven weeks. This is followed by the pre-service teachers' first practicum, which takes place over a period of two weeks. The main purpose of this practicum is the observation of students and school practices.

**Table 1: Bachelor of Teaching School University Partnership Program (2003)**

<i>Codes emerging from course outline: Bachelor of Teaching School University Partnership Program (2003)</i>		<i>Responses</i>
1.	School university program offers pre-service teachers orientation into program	5
2.	Partnership program is about creating support for student learning	23
3.	Observation of school practice	5
4.	Development of real world classroom knowledge	3
5.	Pre-service teacher viewed as mentor/tutor	15
6.	Program runs only short period of time	7
7.	Development of classroom practice	11
8.	Pre-service teacher viewed as co-worker in classroom	1
9.	Pre-service teachers' rights	5
10.	Pre-service teachers' individual responsibilities	11
11.	Pre-service teachers' professional responsibilities	4
12.	Pre-service teachers' legal responsibilities towards disclosure	8
13.	Familiarisation with legal documents	3
14.	Professional learning teams are valued	3
15.	Observation and reflection of theory into practice	41
16.	Conceptions of justice in school	7
17.	Initial understandings of inclusion	1
18.	Pre-service teacher viewed as specialist	2
19.	Assessment of pre-service teachers is on level of development	2

The codes constructed from this course outline, shown in Table 1, relate to the role of pre-service teachers in schools, student learning and to the observation of classroom practice. From the initial analysis of codes, pre-service teachers are mainly seen in the role of mentor/tutor in the classroom – supported by code 5, ‘Pre-service teacher viewed as mentor/tutor’. This position is recognised as central in the support of student learning – supported by code 2, ‘Partnership program is about creating support for student learning’. A significant feature and code in this course outline is the pre-service teacher’s responsibility to observe and reflect on practice – supported by code 15, ‘Observation and reflection of theory into practice’. The program serves as an orientation for pre-service teachers into the daily practices and knowledge of classrooms – supported by code 4, ‘Development of real world classroom knowledge’, and code 7, ‘Development of classroom practice’.

Table 2 presents the twenty-eight codes which emerged from of the Bachelor of Teaching Student Information (2003) course outline. This course outline provides information for beginning pre-service teachers on their induction into the teaching profession. The analysis of the data highlights the value placed on attendance and

participation which is represented by code 1 'Attendance and participation requirements are valued'. The course outline is also committed to educating competent professional teachers which is characterised by code 5 'Professional competence is a commitment'. Another central feature of this course outline is the emphasis placed on an integrated model of theory and practice which is supported by code 12 'Course is model of integrated theory and practice'. One code, which is not present in the Bachelor of Teaching School University Partnership Program (2003), but is quite prominent within the Bachelor of Teaching Student Information (2003) course outline, is related to rules regarding assessment which is represented by code 22 'University set details for assessment'.

**Table 2: Bachelor of Teaching Student Information (2003)**

<i><b>Codes emerging from course outline: Bachelor of Teaching Student Information (2003)</b></i>	<i><b>Responses</b></i>
1. Attendance and participation requirements are valued	7
2. Development of reflective qualities	5
3. Decentralisation of education	3
4. Program is about best practice	5
5. Professional competence is a commitment	6
6. Justification of course lies in a liberal, democratic education	1
7. Learning is an active process of inquiry	2
8. Collaborative work and reflection is valued	4
9. Teaching is a social practice	3
10. Course rejects conventional higher degree program	1
11. Course rejects on-site apprenticeship model of teaching program	1
12. Course is model of integrated theory and practice	8
13. Disciplinary fields of knowledge are recognised as professional	2
14. Program is open to review as commitment to quality assurance	4
15. Student feedback is valued	1
16. Assignment presentation reflects university's construction of good scholarshi	1
17. Students are seen as researchers	1
18. Penalties are made explicit	6
19. Assignment cover sheet for student authenticity	3
20. Plagiarism is a serious form of cheating	2
21. Psychological referencing style is preferred	1
22. University set details for assessment	10
23. Demonstrated evidence of prior reading	1
24. Attendance is related to expectations of an educational workplace	1
25. University commitment to a safe learning environment	1
26. Learning development courses improve students	2
27. Psychology is the basis of a trained professional	1
28. Disability and inclusion needs are recognised	2

Table 3 illustrates the twenty-seven codes that emerge out of the analysis of the Professional Studies (ESA 102) course outline. Professional Studies (ESA 102) consists of two modules: Students and Learning, and Curriculum, Assessment and Teaching. A central feature of this course outline is the deployment of professional learning teams as a means of promoting independent and collaborative learning, which closely correlates with professional groups and communities in schools.

**Table 3: Professional Studies (ESA 102)**

<i>Codes emerging from course outline: Professional Studies (ESA 102)</i>	<i>Responses</i>
1. Professional learning teams are valued as a professional group	21
2. No prerequisite needed for unit	1
3. No expectation to read supplementary readings	1
4. Texts shared with other units	5
5. Collaborative learning is valued	12
6. Psychological based theory is valued	36
7. A liberal democratic construction of curriculum and educational practice	18
8. Teacher competencies are valued	6
9. Observation of learning theory in practice	1
10. University agreed unit requirements adopted	8
11. Professional degree requires higher attendance	3
12. Referencing adopts a psychological style	1
13. Assessment is related to skills and analysis	4
14. Electronic word count is valued	1
15. Student rights to timely grading, feedback, and appeals on assessment	2
16. Penalties are made explicit	6
17. Plagiarism is a serious form of cheating	1
18. Practice of reflection is valued	4
19. Introduction to classroom/behaviour management	3
20. Introduction to inclusive classrooms	3
21. Importance of an integrated curriculum	5
22. Professional learning teams are a mechanism of reflective practice	1
23. Assignments are structured both collaboratively and individually	6
24. University allocates professional learning teams	2
25. University requires communication on group effectiveness	4
26. Acknowledgement that previous learning experience individualistic and competitive	2
27. Collaborative learning is psychologically based	12

One of the broad aims of this course outline is to introduce pre-service teachers to the nature of student learning and development through educational psychology. This is supported by code 6 'Psychological theory is valued' and code 27 'Collaborative learning is psychologically based'. Another significant code within

**Table 4: Students and Learning (ESA 102)**

<i>Codes emerging from course outline: Students and Learning (ESA 102)</i>	<i>Responses</i>
1. Understanding how students learn is an attribute of a professional educator	2
2. Psychological theory explains how students learn	18
3. Professional studies team aims for 'through-lines'	1
4. Observation is an important teaching and learning tool for reflection	22
5. Knowledge is facilitated in various groupings	2
6. Assessment requirement for oral, written and graphic communication	6
7. Learning is facilitated by professional learning teams and	1
8. Web CT	
9. Readings will be a requirement of the course	1
10. Technology is used to store and assess	11
11. Observation and reflection will be structured	10
12. Regular meetings and negotiation with professional learning teams is a requirement	9
13. Assignment feedback will occur over a defined period of time	1
14. Assessment is about surveillance of observation	7
15. De/briefing process is necessary after each school experience	2
16. Learning is to become self regulated	1
17. Students are to process their observations responsibly and ethically	1
18. Attendance requirements of the course handbook	1
19. Pre-service teachers seen as beginning teachers	2
20. Grading scheme made explicit	5
21. Important information governing university expectations	1

this course outline is the recognition of collaborative learning and professional groups – demonstrated by code 1, 'Professional learning teams are valued as professional group' and code 5, 'Collaborative learning is valued'. Collaboration in teacher learning is also valued – represented by code 23, 'Assignments are structured both collaboratively and individually'. The theoretical positioning of the course is situated in a liberal democratic tradition – highlighted by code 7, 'A liberal democratic construction of curriculum and educational practice'.

Table 4 represents the twenty-one codes found after the close analysis of the Students and Learning (ESA 102) course outline. This course outline introduces pre-service teachers to the theories and ideas that underpin learning. A major code to emerge is the emphasis on psychological theory as the basis for understanding student learning and development – articulated in code 2, 'Psychological theory explains how students learn'. Another significant code to emerge is the focus on



observation as an important teaching and learning is characterised by code 4, 'Observation is an important teaching and learning tool for reflection'. To optimise pre-service teachers' learning the course outline uses professional learning teams as a basis for structured observation and reflection – supported by code 7, 'Learning is facilitated by professional learning teams and Web CT'; code 10, 'Observation and reflection will be structured'; and code 11, 'Regular meetings and negotiation with professional learning teams is a requirement'.

Table 5 represents the twenty-seven codes which surface from the analysis of the Curriculum, Assessment and Teaching (ESA 102) course outline. This course outline is concerned with providing pre-service teachers with understanding in key issues in contemporary educational theory and practice with particular focus on curriculum development and design. The course outline is underpinned by a liberal democratic tradition highlighted by code 2, 'Commitment to a liberal democratic tradition of teaching'.

A critical feature of this course outline is the development of pre-service teachers as professional educators working in a professional community – supported by code 1, 'Teaching is a complex professional practice'; code 11, 'A teacher is reflective, effective, responsible and inclusive'; code 4, 'Ability to participate effectively in collaborative work in a professional environment', and code 23 'Developing a professional community of learners and knowledge'. The course outline, in addition, is concerned with the principles of teaching for understanding – supported by code 12, 'Main texts have a commitment for teaching for understanding'. Lived experience is valued through the partnership of the university and its associated schools – represented by code 21, 'The lived experience is the connection to university partnership with schools'.

Table 5: Curriculum, Assessment and Teaching (ESA 102)

Codes emerging from course outline: Curriculum, Assessment and Teaching (ESA 102)	Responses
1. Teaching is a complex professional practice	2
2. Commitment to a liberal democratic tradition of teaching	26
3. Ability to make informed and principled pedagogical judgement	8
4. Ability to participate effectively in collaborative work in a professional environment	6
5. Students will be allocated to professional learning teams	1
6. Professional learning teams will be self managed	2
7. Knowledge is facilitated in mainly lecture/discussion format	13
8. Assessment will be oral and written & graphic communication	4
9. Problem based learning will be a focus	14
10. Student requirement is a proficiency in initial teacher competencies	11
11. A teacher is reflective, effective, responsible and inclusive	23
12. Main texts have a commitment for teaching for understanding	21
13. Readings will be available in electronic and hard copy	3
14. Expectation of attendance to all lectures	1
15. Participate fully in answering guided questions in professional learning teams	8
16. Undertake any pre-reading	16
17. Maintain and use personal reflection journal	2
18. Lecture groups are made smaller	1
19. Shaping a professional identity	3
20. Pre-service teacher's initial understandings are based on traditions	4
21. The lived experience is the connection to university partnership with schools	19
22. Curriculum is organised knowledge	9
23. Developing a professional community of learners and knowledge	17
24. Knowledge is understanding of major disciplinary ways of thinking	3
25. Teacher's authentic pedagogy and behaviour maximises students' learning	4
26. Effective schools research	7
27. University assessment criteria adhered to	7

Table 6 concerns the twenty-six codes emerging from the analysis of The Practice of Teaching (ESA 103) course outline. This course outline introduces pre-service teachers to the pragmatics of teachers' work and is supported by code 1, 'The pragmatics of teachers work is valued'. Classroom performance and strategies are valued as essential elements of pedagogy – indicated by code 3, 'Critical reflection improves classroom performance', and code 7, 'Classroom management strategies are valued'. Another feature of this course outline is the emphasis on inclusion in the classroom – demonstrated by code 8, 'Consideration to inclusion of all

students'. The course outline also shows a poststructuralist positioning towards theory – supported by code 18, 'Course theoretical position is poststructuralist'.

**Table 6: The Practice of Teaching (ESA 103)**

<i>Codes emerging from the course outline: The Practice of Teaching (ESA 103)</i>		<i>Responses</i>
1.	The pragmatics of teacher's work is valued	46
2.	Focus on national competency for beginning teachers	1
3.	Critical reflection improves classroom performance	4
4.	Connecting theory with practice	2
5.	Teaching is about understanding	7
6.	Group collaboration is valued	1
7.	Classroom management strategies are valued	9
8.	Consideration to inclusion of all students	15
9.	Requirement to attend all classes	1
10.	Requirement to complete all readings	1
11.	Demonstration of competency in school experience, information technology and literacy	1
12.	Classroom portfolio/text demonstration of professional classroom performance	5
13.	Journal seen as main source of reflection	3
14.	Presentation of assignment in accordance with requirements of program	1
15.	Refer to criteria for assessment in student information booklet	1
16.	No prescribed texts but recommended texts	1
17.	Classroom management is based on psychological principles	5
18.	Course theoretical position is post-structuralist	3
19.	University agreed unit requirements adopted	10
20.	Professional degree requires higher attendance	1
21.	Referencing adopts a psychological style	1
22.	Assessment is related to skills and analysis	4
23.	Electronic word count is valued	1
24.	Student rights to timely grading, feedback, and appeals on assessment	2
25.	Penalties are made explicit	6
26.	Plagiarism is a serious form of cheating	1

Table 7 (pp.104-105) highlights the fifty-seven codes that arise from the analysis of the Secondary English (ESA 110) course outline. This course outline is concerned with the professional development of Secondary English teachers. It examines the dominant English/Literacy theoretical positions so that pre-service teachers are theoretically informed to debate policy issues and select teaching methodologies that support their professional and personal position. The high number of codes in Table 7 reflects the size of the course outline that has thirty-seven pages containing

many theoretical issues pertaining to the teaching of English/Literacy. The Secondary English (ESA 110) course outline is seen more as a theoretical and practical teaching resource rather than just an outline of readings and theories.

The dominant theoretical position which Secondary English (ESA 110) adopts is a poststructuralist theoretical position, drawing on critical pedagogy and feminist theory. A central feature of critical pedagogy is a critical literacy position towards the teaching of English/Literacy – supported by code 33, ‘Critical literacy is valued’. Critical literacy is about the examination and deconstruction of texts to position students differently in relation to power and knowledge. The examination and deconstruction of texts is highly valued and is supported by: code 21, ‘The examination of skills based theoretical texts’; code 22, ‘The examination of whole language/process based theoretical texts’; code 23, ‘The examination of genre based theoretical texts’; code 24, ‘The examination of cultural heritage based theoretical texts’; code 25, ‘The examination of critical literacy theoretical texts’; code 27, ‘The deconstruction of texts is valued’; code 29, ‘Classroom texts are valued’; and code 1, ‘Texts are socially constructed’.

Table 7 furthermore illustrates the importance of pre-service teachers’ development and construction of their own theoretical position in relation to English/Literacy teaching. This is supported by code 2 ‘Exposure and examination of a range current theories and practices’ and code 3 ‘Development of own theoretical position to language and literacy’. Critical to the development and construction of their theoretical practices is the establishment of a repertoire of practices – characterised by code 7, ‘Repertoire of practices underpins theoretical position’. The emphasis on a repertoire of practices is associated with Luke and Freebody’s four resource model (1997) in which teachers need to be able to maintain a repertoire of practices towards the teaching of English/Literacy.

Table 7: Secondary English (ESA 110)

<i>Codes emerging from course outline: Secondary English (ESA 110)</i>	<b>Responses</b>
1. Texts are socially constructed	4
2. Exposure and examination of a range current theories and practices	15
3. Development of own theoretical position to language and literacy	24
4. Recognition that theory informs practice	10
5. Pre-service teachers analyse and transform their own teaching texts	1
6. Pre-service teachers introduced to aspects of planning and evaluation	11
7. Repertoire of practices underpins theoretical position	19
8. University assessment criteria adhered to in student handbook	11
9. Critical reflection is expected	12
10. University generic attributes reflect course aims	5
11. Pre-service teachers need prerequisite degree to inform study of texts	1
12. Group work is an integral part of student learning	42
13. University agreed unit requirements are adopted	19
14. Professional development is an expectation	15
15. Journal is a requirement for critical reflection	4
16. Knowledge of inclusive practices	3
17. Responsibility for own learning	6
18. School experience is valued	6
19. University confidentiality towards school experience	2
20. The study of policy texts informs language and literacy education	20
21. The examination of skills based theoretical texts	12
22. The examination of whole language/process based theoretical texts	7
23. The examination of genre based theoretical texts	8
24. The examination of cultural heritage based theoretical texts	11
25. The examination of critical literacy theoretical texts	48
26. Internet texts are an important source of theoretical knowledge	27
27. The deconstruction of texts is valued	12
28. Active engagement with texts and presentations is encouraged	12
29. Classroom texts are valued	95
30. Pre-service teachers are viewed as educators	5
31. Recognition that contexts are social, historical and political	7
32. Language and literacy teaching is complex and multifaceted	8
33. Critical literacy is valued	15

(continued over)

**Table 7 continued**

34. Literacy programs are examined to inform literacy teaching	8
35. Literacy is a socio-cultural construction	3
36. Literacy practices are not static	3
37. Individual difference is due to social and cultural factors	1
38. Texts and textual practices position people in relation to difference	3
39. Reading is a social, cultural and critical practice	5
40. Social epistemologies inform a readers' perspective	1
41. Power and knowledge constructs the reader's relationship to text	1
42. Teaching is about social action and transformation	2
43. Critical reading is an important attribute of professional practice	20
44. Critical reading unmask ideologies	4
45. Writing is a valued classroom practice	12
46. Speaking and listening as aspects of language learning	5
47. Visual literacy is valued part of the course	9
48. Poetry is a valued part of the course	19
49. Professionalism is valued	13
50. New language practices must be adopted as a professional	3
51. Practical component to course	10
52. Exposure to range of teaching and learning strategies	5
53. Discussion is an important method of learning	9
54. Conflict has potential to be creative and transformative	4
55. Learning is a life long process	4
56. Negotiated teaching and learning is valued	8
57. Positioning of learner determines theoretical positioning	2

#### 4.2.4 Axial coding

The next stage after open coding in constructivist grounded theory (Charmaz 2000; Charmaz & Mitchell 2002) is to apply axial coding to the data. Axial coding involves 'relating categories to their subcategories, and is termed axial because coding occurs around the axis of a category, linking categories at the level of properties and dimensions' (Strauss & Corbin 1990, p.97). The development of these categories involves counting the responses that are in the data, which are then further analysed and interpreted. The development of these categories occurs at a conceptual level rather than descriptive level (Strauss & Corbin 1990).

The construction of categories results from the interrogation of codes in the course outlines. The interrogation involves considering a number of conditions, actions/interactions and consequences connected with the code (Strauss & Corbin 1990). After examining the nineteen codes in Bachelor of Teaching School University Partnership Program (2003); the twenty-eight codes in Bachelor of Teaching Student Information (2003); the twenty-seven codes in Professional Studies (ESA 102); the twenty-one codes in Students and Learning (ESA 102); the

twenty-seven codes in Curriculum, Assessment and Teaching (ESA 102); the twenty-six codes in The Practice of Teaching (ESA 103); and the fifty-seven codes in Secondary English (ESA 110), ten categories are identified. These are: Constructing a theoretical position; Drawing theory and practice together; Instilling a reflective capacity; Developing a learning environment; Promoting participation; Positioning of pre-service teachers; Understanding knowledge; Valuing texts and textual practices; Adhering to assessment practices; and Recognising inclusive practice.

#### 4.2.5 Dimensional profile

A dimensional profile is constructed from the course outlines to illustrate and account for the 'complexity beyond one meaning of a property or phenomenon' (Charmaz 2000, p.516). This is considered crucial in understanding how each of the ten categories is positioned in each of the course outlines and, in turn, how they construct pre-service teachers' subjectivities. Table 8 illustrates the concept of dimensionality (Charmaz 2000) in the treatment and complexity of meanings of the ten categories identified.

**Table 8: Dimensional profile of the Bachelor of Teaching course outlines**

<b>Categories</b>	<b>Secondary English (ESA 110)</b>		<b>Professional Studies (ESA 102)</b>		<b>School University Partnership Program</b>	
Constructing a theoretical position	Poststructuralist, critical theory, critical literacy	21	Liberal humanist Poststructuralist	45 3	Beginning teacher competencies	28
Drawing theory and practice together	Theory informs practice	10	Theory connects/integrates with practice	19	Development of classroom practice	11
Instilling a reflective capacity	Critical reflection of own theoretical practice and others' practice	67	Reflection of self and observation of others	54	Observation and reflection of theory into practice	41
Developing a learning environment	Learning is socially constructed, self directed, position of learner determines theoretical positioning	8	Learning is developmental, psychologically informed and problem based	94	Emphasis on creating support for student learning	23
	Learning is collaborative and discursively produced, it is a lifelong process, learning is negotiated	58	Learning is collaborative and structured, emphasis on developing a professional community of learners	82	Professional learning teams are valued	3
Promoting participation	Professional participation is active, collaborative and theoretically informed	12	Professional participation is attendance and working collaboratively	36	Participating as co-worker/mentor in classroom	24
Positioning of pre-service teachers	Development of a professional educator, new language practices must be adopted	45	Student/beginning teacher, shaping a professional identity, pre-service teachers' initial understandings based on traditions	14	Mentor/tutor, co-worker in classroom, specialist in degree	18
Understanding knowledge	Socially constructed and contextual and is constructed through power	11	Disciplinary and psychologically based, knowledge is transmitted, development of a professional community of knowledge, knowledge is about understanding, lived experience is valued	47	Real world classroom knowledge	3
Valuing texts and textual practices	Critical and deconstructive textual practices, examination of theoretical texts, internet texts, and variety of textual practices, texts are socially constructed, texts position people in relation to difference	252	Liberal democratic tradition and psychologically based, texts have commitment to teach for understanding, texts are recommended for reading	99	Familiarisation with legal documents	3
Adhering to assessment practices	University assessment practices adhered to but negotiated, self assessment	19	University assessment practices adhered to, assessment is both individual and collaborative, assessment is oral, written & graphic	77	Pre-service teachers assessed on level of development	2
Recognising inclusive practice	Inclusion is about inclusive practices and difference	3	Disability and inclusion are recognised together, initial understanding of inclusive classrooms	5	Introduction to inclusive classrooms	1



Table 8 has been divided into a list of ten categories, plus columns for Secondary English (ESA 110), Professional Studies (ESA 102) and School University Partnership Program. Secondary English (ESA 110) represents the specialist curriculum content area of the research participants. The next column represents the course outlines grouped together under the heading of Professional Studies (ESA 102) and includes Students and Learning (ESA 102); Curriculum, Assessment and Teaching (ESA 102); and The Practice of Teaching (ESA 103). This particular grouping represents the professional capacities and competencies expected of a pre-service teacher within the program. The last column is the School University Partnership Program, which represents the first contact the pre-service teachers have with schools. Each of the categories is placed dimensionally across three columns to appreciate and understand the complexity of meaning given to each of these categories in the different areas of the Bachelor of Teaching program.

In Table 8, the treatment of the first category, 'Constructing a theoretical position', is positioned differently within each of the three curriculum areas in the Bachelor of Teaching program. The program is strongly positioned within a liberal humanist position. Interesting to note is that the School University Partnership Program did not position itself theoretically, rather it concentrated on the practical, technical dimensions of teaching. It is mainly positioned by policy documents pertaining to beginning teacher competencies. Secondary English (ESA 110), on the other hand, endorses poststructuralist, feminist, critical theory.

The analysis of the second category, 'Drawing theory and practice together', shows how it is treated differently across the program. Secondary English (ESA 110) relies on theory informing practice, whereas Professional Studies (ESA 102) connects theory to practice. This can be seen in the coding of the dimensional profile, in Table 8, which has Secondary English (ESA 110) using the words, 'Theory informs practice', whereas Professional Studies (ESA 102) uses the words 'Theory connects or integrates with practice'. The School University Partnership Program seems to be mainly concerned with the development of classroom practice rather than pre-service teachers' theoretical practice. The difference in the positioning of theory and practice emphasises the importance placed on theory in relation to practice. Secondary English (ESA 110) situates theoretical practice as instrumental in developing sound pedagogy. Professional Studies (ESA 102), on the other hand, positions theory and practice as developing together. The School University Partnership Program is more concerned with developing sound

classroom practice. Secondary English pre-service teachers may find the positioning of theory in relation to practice conflicting and inconsistent within the program.

The third category, 'Instilling a reflective capacity', highlights the different applications of this category across the program. Secondary English (ESA 110) is interested in the critical reflection of the pre-service teachers' own theoretical position. This is informed by pre-service teachers' reflecting on different theoretical positions in relation to English/Literacy and reflecting on different colleague teachers' practices. A reflective capacity is more about a critical reading of practice rather than just the observation of practice. Professional Studies (ESA 102) is more interested in the reflection on observations of practice of self and others. This is about reflecting on the surface features of classroom practice rather than a critical interrogation of practice. The category 'Instilling a reflective capacity' in the School University Partnership Program is about connecting and reflecting on theory in practice. Similarly to Professional Studies (ESA 102), the School University Partnership Program, views a reflective capacity as being connected to the observation of practice.

The fourth category, 'Developing a learning environment', emphasises how the different theoretical viewpoints inform practice, which in turn has repercussions for how students learn. Secondary English (ESA 110), informed by poststructuralist theory, views learning as socially constructed. It strongly maintains that how a student is positioned in the classroom affects their position in relation to learning and the construction of knowledge. Professional Studies (ESA 102) is informed from a mainly liberal humanist position which stresses the importance of psychology in understanding how students learn and in developing a supportive learning environment. The School University Partnership Program views the category 'Developing a learning environment' as the most important feature of pre-service teachers' support of student learning. Learning is psychologised in both Professional Studies (ESA 102) and the School University Partnership Program, whereas learning is seen as a sociological issue in Secondary English (ESA 110).

A critical feature of the category 'Developing a learning environment' is the manner in which it positions pre-service teachers within the course. Learning occurs in Secondary English (ESA 110) through collaboration and negotiation, especially through group work. Learning is negotiated with pre-service teachers

according to their needs within the course and discussion is the main instrument of learning in the Secondary English (ESA 110) university classroom. Learning in Professional Studies (ESA 102) is about pre-service teachers being structured in their learning. They are assigned to different groups, called professional learning teams, to collaborate and learn together and are given structured questions to answer on their first practicum. Emphasis is placed on pre-service teachers' exposure to professional learning communities in both the university and school environments. The School University Partnership Program is the medium used by Professional Studies (ESA 102) for organising pre-service teachers into collaborative groups to learn from their observations.

The fifth category, 'Promoting participation', relates to how pre-service teachers participate within the Bachelor of Teaching program. In Secondary English (ESA 110) pre-service teachers are encouraged to actively participate in classroom discussion and group presentations. Active participation is seen as a crucial element of the professional development of pre-service teachers. Group participation and cohesion is also a priority in reflecting the professional community in education. Participation is viewed in Professional Studies (ESA 102) as attendance and collaboration, therefore it is passively positioned. Attendance is a highly valued part of the professional element of the degree and the teaching profession. Participation in the course and its related courses is structured both individually and in groups, mainly through professional learning teams. Participation is viewed differently in the School University Partnership Program where pre-service teachers are participating as mentors/tutors to students; however, it is still passively positioned. Participation is about learning to interact with colleague teachers and students in the school environment.

The sixth category, concerns the 'Positioning of pre-service teachers', within the Bachelor of Teaching program. Secondary English (ESA 110) positions pre-service teachers as developing educators. A central feature of the course is the professional development of the pre-service teachers as professional educators. The course emphasises that new and multiple language practices should be adopted as a professional educator of Language/Literacy. Professional Studies (ESA 102), however, positions pre-service teachers as either student teachers or beginning teachers and it is concerned with shaping pre-service teachers' professional identities.

Secondary English (ESA 110) is concerned with assisting pre-service teachers construction of their subjectivities as professional educators through social interaction; whereas Professional Studies (ESA 102) emphasises identity shaping, which is innate and introspective. Pre-service teachers are viewed as mentors/tutors in the School University Partnership Program and are placed as co-workers to the colleague teachers who have legal responsibility over students. It is recognised in this course outline that since pre-service teachers have a prior degree, they are specialists in their area and can be of assistance to the school and colleague teachers. In practice, however, they are positioned as student mentors rather than as mentors or equals with colleague teachers.

The seventh category, 'Understanding knowledge' relates to how knowledge is viewed and understood. Knowledge is viewed by Secondary English (ESA 110) as socially constructed and contextual. Knowledge is valued in a number of contexts, whether at university or school. A central feature of the course is the active construction of pre-service teachers' own construction of knowledge rather than the transmission of knowledge and passive acceptance of knowledge. Knowledge is constructed through dialogue during classroom participation and performance. Pedagogical knowledge, therefore, is obtained through a representation of various practices.

Professional Studies (ESA 102) views knowledge as disciplinary and psychologically based. Pedagogical knowledge is gained through lived experience. Knowledge is mainly transmitted through lectures of various sizes. Important to this course is teaching for understanding and the creation of a professional community of knowledge. Knowledge in the School University Partnership Program is about the development of real world classroom knowledge. Pedagogical knowledge is obtained through the passive observation of classroom practice.

The eighth category, 'Valuing texts and textual practices', emphasises the significance placed on texts and textual practices. Secondary English (ESA 110) specialises in the critical and deconstructive nature of textual practice. Instrumental to the poststructuralist position of the course is the identification of texts as being socially constructed, providing certain reading positions. Textual practices are seen as ideological and position people in relation to difference.

The critical reading of theoretical positions and texts is a central feature in the professional development of an English/Literacy teacher. Texts, however, are positioned or valued differently in Professional Studies (ESA 102) and serve only as a recommendation for reading for pre-service teachers. Most of the texts are based in the liberal democratic tradition and are strongly supported by psychological developmental theory. The School University Partnership Program is mainly interested in pre-service teachers being familiar with legal documents relating to school practice. The texts that are valued in this program are about workplace rights and responsibilities.

The ninth category, 'Adhering to assessment practices', relates to the assessment practices pertaining to pre-service teachers. Secondary English (ESA 110) adheres to the university assessment practices although these practices are continually negotiated with pre-service teachers. The negotiation rather than adherence of pre-service teachers' own assessment serves as an instrument in learning the practices of being a professional educator. Negotiation relates to the daily practices of the university classroom and to the presentation of the written assessment.

Assessment of pre-service teachers in Professional Studies (ESA 102) relates to the development of beginning teacher competencies. Another theme that is emphasised is the development of a professional community of learners. The assessment practices, therefore, are structured towards both individual and collaborative assessment practices. The university's assessment practices are adhered to and occur in a variety of forms: oral, written and graphic. The assessment of pre-service teachers in the School University Partnership Program relates to the level of development of beginning teacher competencies. Adherence to assessment is on an individual rather than collaborative basis.

The tenth category, 'Recognising inclusive practice', is associated with the recognition and teaching of inclusive practices within schools. Secondary English (ESA 110) recognises inclusion as an essential feature of a teacher's theoretical practice. An important feature of the course is the critical analysis of texts and textual practices using Rowan's (2001) transformational analysis questions to understand how difference is constructed. Inclusive practice within Secondary English (ESA 110) is recognised as difference rather than disability.

Professional Studies (ESA 102) situates inclusive practice as part of understanding an inclusive classroom. Disability and inclusion are associated together and are supported by psychological theory which underpins how students learn. Inclusive practice is recognised in the School University Partnership Program through its association with inclusive classrooms. Classrooms and instructional practice are the focus of this program rather than the development of pre-service teacher's theoretical practice in relation to difference.

The comparative analysis of the ten categories in the Bachelor of Teaching program serves as a technique for making emerging theory 'denser, more complex, and more precise' (Charmaz 2000, p.515). This technique is done to highlight the contradictory and conflicting vocabularies and discourses that emerge from the course outlines that Secondary English pre-service teachers occupy and are entrapped in during their first year of their teaching degree. McWilliam maintains that teacher educators should understand their work as a historical and contextual practice and seek to problematise these conflicting vocabularies so that 'students can reconstruct their own understandings of what it is to teach and to learn' (1993, p.131). In terms of poststructuralist theory this involves developing an awareness of the limitations and powerful entrapments entailed in these vocabularies (Davies 1994).

## 4.3 Construction of discourses

### 4.3.1 Three discourses

This section provides a close analysis of the three discourses found in the course outlines. The three discourses constructed from the refinement of the categories are subjectification, identification and documentation. These discourses are seen to occupy contradictory positions but together assist in constituting and constraining the subjectivities of the Secondary English pre-service teachers.

The ten categories identified in the Bachelor of Teaching course outlines are redefined into groups as a number of discourses. Discourse is positioned in this chapter as relating to 'systematically-organised sets of statements, which give expression to the meanings and values of an institution' (Kress 1985, p.7). Three dominant discourses emerge from the axial coding and through the application of a dimensional profile (Charmaz 2000). These discourses are available to all the Secondary English pre-service teachers during their degree. The ten categories are

represented across the three discourses; however, this is done intentionally within the research to highlight that categories do not congeal and are not fixed in meaning (Lather 2004). Dimensionalising the categories across the three discourses, furthermore, problematises the construction of knowledge and binaries in one teacher education site.

The three discourses are positioned in response to the dominant theoretical positioning of the course outlines. The theoretical underpinnings are a feminist poststructuralist position, a liberal humanist position and a social policy position. The construction of pre-service teachers' subjectivities does not move from a simple, linear development from one discourse to another. Instead there is a dynamic relationship between the three discourses. It is realistic to consider that the three discourses occupy, at times, the same ground but with different and sometimes competing and contradictory positions. As Lather argues, 'I frame the varied critical discourses as differing practices and impulses that both weave together and interrupt one another than as fixed, contrasting positions' (1991a, p. 19).

It is recognised that the first two discourses of subjectification and identification are situated in an education discourse which emphasises themes such as responsive research, complexity of knowledge, ongoing reflectivity, theory informing practice and a high value placed on the role of higher education. This discourse is seen to offer a perspective on learning which is distinctive and, ultimately, necessary to cope with changes in the practice of teaching (Lovat 1999). In contrast, the third discourse of documentation relates to a training discourse that is articulated by themes such as competency, practical experience, and interest in the value of school over university education (McCulloch & Fidler 1994). The contradictory discourses that these dominant discourses are situated in emphasise the ongoing tensions in teacher education to produce programs that capture the essence of a professional program (Gore 1995).

#### 4.3.2 Discourse of subjectification

The discourse of subjectification relates to the discourse that emerges from the Secondary English (ESA 110) course outline. This discourse is located in a feminist, poststructuralist position (Davies 1994; Weedon 1997) which is interested in the subjectification of pre-service teachers. Subjectification relates to the examination of an individual's subjectivity as 'a way of gaining access to the

constitutive effects of the discursive practices through which we are all constituted as subjects and through which the world we all live in is made real' (Davies 1994, p.3). Subjectivity is seen within this discourse as shifting, multi-faceted and contradictory rather than fixed and unchangeable (Richardson 1998; Weedon 1997).

The discourse of subjectification is articulated in category one 'Constructing a theoretical position'; category two 'Drawing theory and practice together'; category three 'Instilling a reflective capacity'; category four 'Developing a learning environment'; category five 'Promoting participation'; category six 'Positioning of pre-service teachers'; category seven 'Understanding knowledge'; category eight 'Valuing texts and textual practices'; category nine 'Adhering to assessment practices' and category ten 'Recognising inclusive practice'. This discourse is related to the detailed examination of subjectivity 'that we turn to to try to understand how old patterns are held in place and how they might be let go' (Davies & Banks 1995, p.46). The discourses that constitute Secondary English (ESA 110) are concerned with the construction of pre-service teachers' theoretical positions in relation to the teaching of English/Literacy. An instrumental part of this discourse is the twofold process of the construction and deconstruction of pre-service teachers' theoretical positions.

Poststructuralist theory informs the teaching of the Secondary English course (ESA 110) by opening up the possibility of seeing the self as continually constituted through multiple and contradictory discourses (Davies 1992, p.57). It is in the analysis of these contradictory elements in terms of the pre-service teachers' own developing subjectivities that is a major feature of the discourse. The discourse is strongly positioned within a critical literacy tradition towards the teaching of English/Literacy. This position requires a fundamental shift to viewing language as a social practice, which is institutionally and culturally located in sites which are neither benign nor neutral (Kamler & Comber 1996).

The discourse of subjectification is about the process of pre-service teachers learning to position themselves theoretically in relation to English/Literacy teaching. A critical feature of this discourse is the belief that theory informs practice. This belief reflects the education discourse that places high value on the role of higher education and how it is necessary to cope with changes in the practice of teaching (Lovat 1999). The category of 'Drawing theory and practice



together' causes resistance in pre-service teachers' initial ideas of teaching. They seem to prefer 'practical theories about the work and stance of teachers' (Britzman 1986, p.446) rather than knowing about theory informing practice. The complexity that both theory and practice are important causes tension in that 'unless teaching experience is critically analysed in relation to educational theory, experience that is taken for granted tends to reinforce prospective teachers' commonsensical perspectives brought to their teacher education' (Britzman 1986, p.448).

The discourse of subjectification is concerned with the construction and deconstruction of pre-service teachers' theoretical positions in relation to English/Literacy teaching. Deconstruction offers 'a method of decentring the hierarchical oppositions which underpin gender, race and class oppression and of instigating new, more progressive theories' (Weedon 1997, p.160). Pre-service teachers come to education with a students' perspective to teaching (Britzman 1986) and as a result they need to have their past experiences problematised in relation to the theories that underpin the teaching of English/Literacy.

Reflection, as a capacity for pre-service teachers to develop, is considered from a social reconstructionist position which stresses reflection about the social and political context of schooling and the assessment of classroom actions for their ability to contribute towards greater equity, social justice, and humane conditions in schooling and society (Zeichner & Gore 1995). The central feature around this discourse is a commitment to social justice. This commitment positions reflection as critical inquiry on pre-service teachers' own practices, where they

identify discrepancies between their own theories of practice and their practices, between their own practices and those of others in their schools, and between their ongoing assumptions about what is going on in their classrooms and their more distanced and retrospective interpretations. (Cochran-Smith & Lytle 1993, p.51)

Pre-service teachers inquire into their practice as a result of this discourse being situated in a poststructuralist, feminist tradition. This tradition is interested in providing teachers with strategies for understanding what it means for teachers to know their own knowledge through inquiry (Cochran-Smith & Lytle 1993; Lather 1991a). Rowan's (2001) transformational analysis questions, based on poststructuralist theory, is positioned within Secondary English (ESA 110) to problematise pre-service teachers' constructions of self and the social practices they take up. These questions seek to position pre-service teachers not only as

‘researchers of language’ (Kamler & Comber 1996) but as researchers of their own theoretical practice.

Within the discourse of subjectification, the development of a supportive learning environment is closely connected to how language is used in the classroom. Anstey and Bull maintain, ‘As language is learnt and used so learning is engaged in through language’ (1996, p.38). Language is viewed as the main determinant in how students obtain meaning in their learning. It is also critical in how language and in particular literacy practices position students in regards to their learning. This discourse supports a sociological view of the student learning which takes into consideration students’ cultural, social and community practices (Luke & Freebody 1997). This discourse concerns the examination of the social practices which the student brings to school rather than determining the problem as student deficit.

A crucial aspect of this discourse in relation to developing a learning environment is the examination of language and power and how this constitutes and constructs subjectivities (Kamler & Comber 1996). It is through language that subjectivity is constructed (Weedon 1997, p.21). In the context of language learning, writing and reading are viewed as learned social practices which are the result of taking up particular positions within discourses (Weedon 1997). The discourse of subjectification, therefore, is about the examination of social practices which position people in regards to power.

The discourse of subjectification is interested in positioning pre-service teachers learning as a negotiated practice. Learning to teach is seen as a ‘social process of negotiation rather than an individual problem of behaviour’ (Britzman 1991, p.8). Negotiation means working within/against (Lather 1991a, 1991b) power in the discourse of subjectification, which recognises the contradictions and differences in learning to teach. This means

... understanding the contradictory and partial nature of both “expert” and “oppositional” voices, while attempting to “work together across differences” in order to “win semiotic space” for the student ... as learner/teacher. (McWilliam 1993, p.134)

The negotiation of learning is constrained within the discourse of subjectification by the more powerful discourse of the university. Britzman argues that ‘a discourse becomes powerful when it is institutionally sanctioned’ (1991, p.17). The discourse of the university is sanctioned through strict regulations towards assessment of

university students which is evident in all the course outlines analysed, other than the University School Partnership Program.

Collaborative learning forms an instrumental part of the discourse of subjectification. Collaborative learning occurs through group work in the university classroom which encourages pre-service teachers to understand and reflect on the experiences of others, rather than only self. This form of collaborative reflection 'responds to the uncertainty by asking questions and seeking answers beyond oneself' (Rearick & Feldman 1999, p.336). Within the discourse of subjectification active participation is regarded as crucial in promoting the construction of the pre-service teachers' subjectivities. Participation is about creating critical communities and learning about membership of a group (Noffke & Stevenson 1995). Participation is viewed as active in that pre-service teachers 'cease to be the passive recipients of other people's theories and become participants in codifying meaning and understanding in what they do' (Smyth 1991, p.9).

Knowledge is understood within the discourse of subjectification as socially constructed as a result of the class interactions with the senior lecturer and pre-service teachers' interactions with each other. Knowledge is not positioned as monological (Britzman 1991) rather as dialogical. Dialogue is an essential part of the knowledge construction of pre-service teachers in the discourse of subjectification. The pre-service teachers are constructing their professional knowledge through talk (Doecke & McKnight 2002). Also significant to the discourse of subjectification is the practice of critical reading which 'forms the rigor of a dialogical class' (Freire & Shor 1987, p.83). Within the discourse of subjectification, knowledge is produced and constituted through discourse.

Texts and textual practices are highly valued in the discourse of subjectification. Texts are valued for the purposes of deconstruction and analysis. Texts, furthermore, are recognised for their theoretical underpinnings in relation to the construction of pre-service teachers' theoretical positioning in relation to English/Literacy teaching. This discourse endorses a critical literacy pedagogy that is interested in students becoming critical readers and writers of texts so as to 'enable them to detect and handle the inherently ideological dimensions of literacy, and the role of literacy in enactments or productions of power' (Lankshear 1994, p.11).

The social practice of deconstructing texts involves problematising texts and textual practices within the classroom. Texts are viewed as not innocent or neutral. The meanings constructed in texts are seen as ideological and are involved in producing, reproducing and maintaining arrangements of power which position people inequitably (Anstey & Bull 2004a; Kamler & Comber 1996; Knobel & Healy 1998). The discourse of subjectification involves the construction of a theoretical and practical attitude towards texts and the social world, and a commitment to using textual practices for social analysis and transformation (Luke 2000).

Texts and textual practices are viewed within the discourse of subjectification as being able to position people in relation to difference. Discourses position people in relation to difference (Weedon 1999) and the discourses found in texts construct particular versions of subjectivity. Difference is viewed as 'cultural rather than natural, and is analysed in its role in the constitution of gendered subjectivity' (Weedon 1999, p.23). The discourse of subjectification focuses on the ways in which meanings around difference are constructed and circulated in an effort to produce more positive and inclusive alternatives (Rowan 2001, p.26). It is through textual analysis that individuals can transform their own cultural context (Rowan 2001).

Assessment within the discourse of subjectification is concerned with pre-service teachers negotiating their assessment with the senior lecturer. This negotiation is seen as a method of self-assessment which is seen as 'the most powerful means yet developed for a teacher to be the master of his own professional development' (Smyth 1991, p.9). Self-assessment therefore positions pre-service teachers as central informants in the construction of their pedagogies.

The discourse of subjectification through its negotiation with pre-service teachers also makes visible the strict assessment processes of the university. This is about making transparent 'the conscious and unconscious assessments of the power relations and safety of the situation' (Ellsworth 1989, p.313). Even though these assessment practices are adhered to, they are, however, made transparent to pre-service teachers. This discourse is concerned with the identification and exercise of power relations in how the university structures its assessment practices.

Poststructuralist theory is about exposing institutional practices, such as university assessment practices as exercises in power relations. It offers a deconstruction of current educational discourses and institutions that is fundamentally concerned with meaning-making and the exercise of power (Green & Reid 1995). This is done so that pre-service teachers are made aware of the senior lecturer's own regimes of institutionalised pedagogy (Gore 1993; Kramer-Dahl 1997). Making explicit the assessment practices of the university, and also the discourses of school, illustrates that different institutions carry their own regimes of power. This recognises that people are caught up in a number of contradictory discourses (Davies 1994).

Inclusion is recognised within the discourse of subjectification as difference. It is about the examination of inclusive practices towards difference in all students rather than only those students with disabilities. The recognition towards difference in all students is about viewing subjectivity in terms of the products and practices of the body, rather than the body that relates to biology and medicine (Grosz 1994). This discourse focuses on the way the meanings around difference are constructed and circulated as a foundation for creating more positive and inclusive alternatives (Rowan 2001).

Difference is defined within the discourse of subjectification as cultural rather than as natural (Weedon 1999). This approach to difference is consistent within a poststructuralist tradition which emphasises that students can transform their own cultural context. It also recognises differences other than disability in students, such as gender, race, class, ethnicity and sexuality. Thus in regards to pedagogy different differences matter (Gore 2002).

#### 4.3.3 Discourse of identification

The discourse of identification relates to the discourse that stems from the Professional Studies (ESA 102) course outlines. These outlines are made up of Students and Learning (ESA 102); Curriculum, Assessment and Teaching (ESA 102); and The Practice of Teaching (ESA 103). The discourse of identification relates to the concept of identity and the shaping of pre-service teachers' identities. The concept of identity is employed rather than subjectivity. The self is viewed within this discourse as unitary, non-contradictory and fixed.

The discourse of identification is articulated in category one 'Constructing a theoretical position'; category two 'Drawing theory and practice together';

category three 'Instilling a reflective capacity'; category four 'Developing a learning environment'; category five 'Promoting participation'; category six 'Positioning of pre-service teachers'; category seven 'Understanding knowledge'; category eight 'Valuing texts and textual practices'; category nine 'Adhering to assessment practices' and category ten 'Recognising inclusive practice'. These categories within the discourse of identification are situated within a liberal humanist discourse in education.

A central feature of a liberal humanist discourse is the assumption that every person possesses a unique essence of human nature (Weedon 1997). What constitutes the essence of an individual in the discourse of identification is rational consciousness rather than individuals being constituted through sometimes opposing and contradictory discourses, as in the discourse of subjectification. The essence of an individual is what makes that individual unique, fixed and coherent (Weedon 1997).

Reflection, as a capacity to be instilled in pre-service teachers, is seen as a cognitive, reflective activity in which pre-service teachers' reflect-on-action (Schon 1983, 1987). Reflection-on-action places emphasis on after-the-event evaluation (Schon 1983, 1987). Pre-service teachers, after viewing a lesson reflect back on particular events, analysing where difficulties arose, considering how these might be addressed in future situations. Reflection is mainly about observation of others' actions, whether these are students, colleague teachers or other school practices.

Learning is viewed within the discourse of identification as developmental and psychologically based. This discourse is situated in a psychological model of learning that is interested in understanding the psychological processes of how students develop in their learning and schooling (Luke & Freebody 1997). It views learning as a natural process in which students learn and develop. This also positions the student as integral in explanations of success or failure by attributing blame to a student's cognitive schema.

A critical feature of this discourse is the development of a learning community between pre-service teachers. It is about developing a partnership of inquiry between individuals in a learning community: school students, school teachers and teacher educators (Cherednichenko & Kruger 2002). Learning even though it is

individualised is encouraged within groups. Professional learning teams are seen as an integral part of collaborative learning and reflection on practice. Collaborative learning, however, is structured, controlled and organised in the discourse of identification.

Participation within the discourse of identification is about pre-service teachers demonstrating a professional capacity to work in groups and participate as work colleagues rather than as students. Participation is seen as an essential element of being a professional educator in both the commitment in time doing course work and to working in groups. This interest in professional participation can be seen as a response to changes in education where 'professional affiliations and partnerships must be initiated in the conceptualisation, design, delivery and future development of education programs' (Sachs 2003, p.61).

Pre-service teachers are viewed within the discourse of identification as student teachers, who are in the process of shaping their professional identities as teachers (Connelly & Clandinin 1999). A professional education is valued within this discourse. It recognises that pre-service teachers' prior understanding of teaching lies in traditions in education. These traditions are situated within liberal humanist notions of teacher identity construction. These are based on the assumption that there are essential qualities in becoming a teacher such as a reflective stance, a capacity to understand knowledge and the ability to teach inclusively. Pre-service teachers, furthermore, are constructed by the psychological discourse within which this discourse is situated. Their development is associated with their cognitive capacity to take in and process information relating to their education. It is developmentally based and the learning is organised around this development.

Knowledge is viewed as truth in the discourse of identification. Knowledge is based on an understanding of the disciplines. A teacher's knowledge base is viewed as intellectually complex (Carr & Kemmis 1986; Zeichner & Liston 1987), substantial, credible, continually changing, and a moral activity (Zeichner & Liston 1987). The discourse of identification, thus, normalises certain institutional norms and practices in becoming a teacher. Normalisation is therefore constructed as a technique of power relations (Gore 2002).

The teaching emphasis in the discourse of identification is on understanding rather than the transmission of knowledge. A teaching for understanding framework

(Wiske 1998) is endorsed as it provides a structure and language to organise inquiry where teachers are seen as 'continuing learners' (Wiske 1998, p.84). Knowledge within the discourse of identification, however, is taught in a monological fashion rather than dialogically as in the discourse of subjectification.

Texts and textual practices within the discourse of identification mainly lie in a liberal democratic tradition to education. This discourse focuses on texts that assist pre-service teachers in identifying with liberal democratic qualities, such as reflection, responsibility and effectiveness. Many of these texts reflect 'a pedagogy of understanding' (Wiske 1998). This discourse also relies on psychologising student learning. Student learning is viewed as a series of psychological learning stages of development. Pre-service teachers are instructed to understand each of these stages through their course readings. The textual practices of the discourse of identification are more about the reading and reflection of theory rather than the interrogation and analysis of texts for their social construction. Texts represent truth and are not open to contestation. Reading is prescribed and not viewed as critical in the discourse of identification.

Assessment within the discourse of identification is in accordance with set university assessment practices which lie in a liberal democratic tradition. The pre-service teachers are positioned as students, rather than as developing professionals. As a result assessment is positioned very strongly in the discourse of identification and is concerned with surveillance and regulation. Gore (2002) maintains that these are techniques of power, which are a defining feature of institutional pedagogy. Assessment is used as a surveillance and regulatory technique in the construction of pre-service teachers' subjectivities.

Inclusion in the discourse of identification relates to the social construction of disability. Disability is viewed within this discourse as difference. It works to classify certain school students who do not fit within normalised versions of what it is to be a student. It seeks to differentiate these groups of students from other groups (Gore 2002). It also works to exclude these categories of school students from being considered normal. Difference is defined rather than endorsed and celebrated.



#### 4.3.4 Discourse of documentation

The discourse of documentation emphasises the discourse that arose from the analysis of the School University Partnership Program. This discourse concerns the development of pre-service teachers in relation to policy documentation pertaining to beginning teacher competencies. These competencies are institutionally designed to assist in the development of pre-service teachers. This discourse situates itself in a technical rationalist discourse that is interested in the training of teachers (Chadbourne 1997; Gore 1995).

Teachers' practice is viewed as involving the efficient transmission of the curriculum rather than the practice of a skilled professional (Darling-Hammond 1993). Skills and technical expertise are emphasised rather than the development of professional practice or a theoretical position towards teaching. Important to this discourse is the practical experience that pre-service teachers obtain in their learning to teach. This places emphasis on the preparation of pre-service teachers towards the practical experience of teaching. A critical feature of this discourse is the development of a teachers' instructional practice. This site is therefore situated as an instructional site rather than as a cultural site (Giroux 1983). In other words, this discourse promotes the consideration of the technical aspects of teaching rather than the critical or epistemological aspects (Cochran-Smith 1991).

Theory is viewed within the discourse of documentation in relation to classroom practice. The prioritisation of practice over theory is evident in the discourse of documentation. The pragmatics of classroom practice is seen as theory in which it is observed and reflected upon. Competent practice is valued over a professional education, which forms a major part of the discourses of identification and subjectification. The main priority of the discourse of documentation is to provide pre-service teachers with knowledge on the pragmatics of teaching through observation. This is indication of the behaviourist foundation that the discourse of documentation lies in which assumes understanding comes from observed behaviour (McCulloch & Fidler 1994). Scientific research and how it relates to students learning is valued to inform practice (Liston & Zeichner 1991).

Learning within the discourse of documentation places emphasis on creating support for student learning. This is the main focus of the School University Partnership Program connecting the discourse of documentation to the discourse of identification. It is recognised that a partnership-based teacher education,

constructed as collaborative practitioner inquiry about practice and learning, establishes the potential to change and improve the practice of all participants: students, teachers, student teachers and teacher educators (Cherednichenko & Kruger 2002).

Pre-service teachers are positioned within the discourse of documentation as mentors towards student learning in their first practicum. The role of the pre-service teacher is to mentor students in learning, on a one-to-one capacity. Pre-service teachers are also positioned as student teachers towards colleague teachers who act as mentors. The mentoring colleague teacher has an important role in inducting pre-service teachers into the ways of thinking and acting as a teacher (Schon 1983, 1987). The other term given to pre-service teachers is co-worker, which relates to teachers' work. This is situated in a technical rationalist discourse about the training of teachers and their work. It is based on notions of technical rationality (Schon 1983).

Knowledge within the discourse of documentation is about the valuing of real classroom knowledge or practical knowledge (Lovat 1999). Emphasis is placed on the development of the practical knowledge component of teaching practice rather than the theoretical component. Practical knowledge relates to the pragmatics of classroom practice. The discourse of documentation is situated in a training discourse emphasising efficiency, competency, prescriptive teaching, practical experience and interestingly high value on the place of the school and low value on the place of higher education (McCulloch & Fidler 1994).

The texts that are of value to the discourse of documentation are those that relate to the legal rights and responsibilities of being a teacher. The discourse of documentation emphasises the rights and responsibilities of students, pre-service teachers and teachers. This discourse situates itself more in policy documentation relating to the training of teachers.

Within the discourse of documentation, pre-service teachers are assessed on the level of development in relation to beginning teachers' competencies. These levels of development are situated in a behaviourist discourse which views the development of a teacher as a natural process rather than as a constructed practice. Generic competencies assess the level of development that pre-service teachers attain in their training to become teachers. Kress argues that, 'Competence and

competent practice leave things as they are' (2002, p.134). Competency and competent practice are therefore viewed as fixed and stable indications of good practice.

## 4.4 Double reading of discourses

This section provides one aspect of the double reading process (Grosz 1989; Lather 1996, 2004) that is applied to the three discourses of subjectification, identification and documentation. This is done to make visible the constitutive effects of the three discourses on how they may position Secondary English pre-service teachers in their construction of subjectivities and pedagogies. It makes explicit how categories of teacher education are gendered and socially constructed, which in turn constrains and constricts the construction of subjectivity.

### 4.4.1 Constitutive effects of discourse

After the construction of the multiple and contradictory discourses within the Bachelor of Teaching program, gathered from the course outlines, the research was interested in an aspect of double reading the data (Grosz 1989; Lather 1996, 2004). This aspect involves an oppositional reading within the confines of a binary system (Lather 1996). This process involves deconstructing the three discourses while searching for 'the textual staging of knowledge, the constitutive effects of language' (Lather 2004, p.205). This is viewed as critical in making transparent how categories and discourses through the constitutive effect of language can position pre-service teachers in the construction of their subjectivities. Poststructuralist theory makes visible the constitutive effects of these discourses in a number of ways. As Davies (1994) argues,

The constitutive power of ways of talking and writing are not usually made visible. Rather, they are usually regarded as the transparent medium through which real worlds are described and analysed, real worlds which have their existence independent of the words spoken about them. (p.19)

The analysis of the Bachelor of Teaching course outlines in this research makes visible the constitutive ways that the three discourses work towards positioning pre-service teachers. These course outlines are not positioned as transparent or neutral, but are instances of power at the level of micro-practices (Foucault 1980). For Foucault, the discursive is located always within written and spoken texts (Rhedding-Jones 1995). The Bachelor of Teaching course outlines are double read (Grosz 1989, Lather 1996, 2004) to also make visible the researcher's own

theoretical imposition towards the data. Disrupting the three dominant discourses suggests working within/against these discourses as well as framing the complicity and intentions of the researcher (Lather 1991a, 1991b, 1997).

4.4.2 Construction of binaries in teacher education

The Bachelor of Teaching program is clearly organised around binary oppositions. These binary formulations work towards constructing and constraining pre-service teachers’ subjectivities. The program constructs binary formulations which discursively position pre-service teachers’ subjectivities in the first year of their teaching degree. These binary formulations are further categorised as gendered. Notions of masculine and feminine in these formulations not only relate to the biological notions of male and female but also ‘are metaphors of generalised relations between “doing” and “being done to”’ (Lee 1993, p.248). These binary formulations are shown in Table 9.

Table 9: Binary formulations of masculinised & feminised notions of gender

<i>Masculinised</i>	<i>Feminised</i>
Liberal humanist, policy documentation	Poststructuralist, feminist
Theory connects with practice	Theory informs practice
Observation	Critical reading
Psychological	Socially constructed
Structured learning	Negotiated learning
Attendance, passive	Active participation
Process	Performance
Reality	Representation
Student teachers, mentors	Developing educators
Knowledge is disciplinary based, monological	Knowledge is socially constructed, dialogical
Texts are truth and responsibilities of work	Texts are socially constructed and ideological
Lived experience	Representation
Control	Negotiation
Disability	Difference

The left column of Table 9 represents the discourses of identification and documentation where masculinised notions of gender are predominant, which in turn constructs pre-service teachers as passive and controlled. Pre-service teachers are positioned this way because the discourses of identification and policy documentation position them as ‘being done to’ (Lee 1993). Biological theories

such as psychology seek to define the natural and structure the institutional practices, and in the process reproduce power relations that are patriarchal (Weedon 1999).

The left column also highlights the order of discourse (Fairclough 2001) in which pre-service teachers are positioned within the Bachelor of Teaching program. The discourses of identification and documentation are positioned as the most dominant of the discourses in Secondary English pre-service teachers' construction of their subjectivities and pedagogies. The discourse of subjectification is positioned as an alternative or oppositional discourse to these two discourses. It is critical that the boundaries of the order of discourse (Fairclough 2001) are changed so that Secondary English pre-service teachers can occupy alternative spaces in the construction of their subjectivities and pedagogies and not remain in passive, controlled subject positions.

The right column in Table 9 represents the discourse of subjectification where feminised notions of gender construct pre-service teachers as active and open to negotiation of their subjectivities and pedagogies. Learning to teach is seen as a social process of negotiation (Britzman 1991). This indicates that pre-service teachers are positioned within the discourse of subjectification as 'doing'. The difference between 'doing' and 'being' is that 'doing' relates to a continuous process of production and transformation (Robinson, cited in Bloom 1998, p.4), whilst 'being' relates to an essence of being that is fixed and unitary.

The construction of binaries within the discourse of subjectification has been reversed in the construction of the masculine/feminine dichotomy; however, 'we remain inside the relationship the dichotomy implies' (Threadgold 1990, p.2). The reconceptualisation of teacher education involves pre-service teachers reconstructing rather than reproducing practice (McWilliam 1995). It is necessary that pre-service teachers reconstruct and problematise vocabularies of teacher education as well as their own initial assumptions on teaching. Binary formulations only constrain pre-service teachers' subjectivities and do not provide alternative spaces for them to reconstruct pedagogy.

Poststructuralist theory attempts to disrupt and deconstruct the binarisms through which we structure our knowledge of ourselves and the social world (Davies 1994). As Lee maintains, 'It is ... crucial to interrogate and displace the binary

categorisations in pedagogic practice' (1993, p.248). It is also critical that pre-service teachers are made aware of the contradictory, partial nature of their subjectivities in their learning to teach so that they can begin to work on abandoning and erasing these limiting categories (Davies 1994).

## 4.5 Conclusion

This chapter makes explicit the constraining and contradictory nature of the dominant discourses in one teacher education site and how they may position and construct Secondary English pre-service teachers' subjectivities and pedagogies. The double reading of the three discourses further makes transparent the binary categories in pedagogical practice and the necessity for pre-service teachers to be able to reconstruct their subjectivities in alternative semiotic spaces.

The next chapter focuses on making visible the construction of the Secondary English pre-service teachers' subjectivities in the first year of the research. The categories constructed in Chapter Four are superimposed onto the open codes found in the data, which involved three surveys and observations in the research journal, relating to the Secondary English pre-service teachers. This analysis resulted in the construction of four discourses which mainly positioned Secondary English pre-service teachers predominantly in a needs discourse (McWilliam 1993).

## CHAPTER 5

# Making subjectivity visible

## Introduction

*Researcher:* What do you consider an English teacher should be now that you have done some teaching?

*Pre-service teacher:* What I realised while on school experience was that you developed and extended your own theory. An English teacher has their own theory. But how can you develop your own theory with three Drama teachers and two English teachers? They all have different expectations; for example, roll calling is done differently by each teacher. (Informal Interview 2003)

This text is part of a transcript collected from one of the six informal interviews of pre-service teachers after their second practicum. This extract demonstrates the initial realisation of this Secondary English pre-service teacher in that she has her own pedagogical theory, but it also demonstrates the tension she faces in both accommodating and resisting so many different colleague teachers' pedagogical practices. It also demonstrates a focus on the practical, that is, roll calling, which is about understanding the pragmatic over the theoretical. Similarly, the focus on the different expectations of the colleague teachers also shows that the pre-service teacher's needs of constructing her own practice are unrepresented. This extract shows the multiple and contradictory discourses that the Secondary English pre-service teachers take up in their first year of the Bachelor of Teaching program and it demonstrates the complex relationship between discourse, pedagogy and subjectivity which are central concerns of this thesis.

This chapter makes visible the construction of Secondary English pre-service teachers' subjectivities in the first year of the research. It investigates and analyses the effects of the Secondary English university classroom and the two practicum experiences on pre-service teachers' subjectivities. Whereas Chapter Four focuses on the analysis of power from the macro realm of the Bachelor of Teaching program through the analysis of the course outlines which represents its micro-

practices, this chapter instead focuses on the micro level of bodies which are the pre-service teachers. Foucault (1980) argues that,

In thinking of the mechanisms of power, I am thinking rather of its capillary form of existence, the point where power reaches into the very grain of individuals, their discourses, learning processes and everyday lives. (p.39)

Understanding the reach of the mechanisms of power on these Secondary English pre-service teachers involves a critical analysis of two surveys given to them before and after their second practicum, six informal interviews, as well as the researcher's journal entries on observations of the participants during this time. The methods of analysis used in this chapter are constructivist grounded theory (Charmaz 2000; Charmaz & Mitchell 2002), a dimensional profile (Charmaz 2000), a double visioning of the data (Davies 1994) and discourse analysis (Fairclough 2001; Lee 2000; Taylor 2001).

This chapter seeks to make visible the conceptual ordering of experience (Britzman 1991) of Secondary English pre-service teachers in the first year of their teaching degree. This thesis seeks to present pre-service teachers with alternative ways of constructing subjectivity rather than relying on unitary notions of subjectivity and experience. To position subjectivity as fragmented and changing means presenting pre-service teachers' responses differently. The utilisation of the dimensional profile (Charmaz 2000) makes visible the changing and fragmented nature of subjectivity.

This chapter is divided into five sections. Section 5.1 carefully examines the codes found through an open coding process. The categories found in Chapter Four are superimposed onto these codes in a dimensional profile (Charmaz 2000) in order to understand how Secondary English pre-service teachers are discursively positioned within the dominant discourses of one teacher education site. Section 5.2 considers the two practicum experiences as significant events in the construction of pre-service teachers' subjectivities. Section 5.3 discusses the effects of the dominant discourses of one teacher education site on pre-service teachers through the construction of four discourses based around a needs response (McWilliam 1993). Section 5.4 argues that the impositional tendencies in this site constrict and constrain pre-service teachers' subjectivities. Therefore the implementation of a program in pragmatic action is proposed to construct new relationships in this teacher education site and provide pre-service teachers with agency in the



construction of their pedagogies and subjectivities. Section 5.5 concludes with a discussion on the effects of the Bachelor of Teaching program on the subjectivities of Secondary English pre-service teachers.

## 5.1 Analysis of the data

### 5.1.1 Dimensional profile

This section examines the pre-service teachers' responses through a dimensional profile using constructivist grounded theory (Charmaz 2000) and provides a detailed comparative analysis of the categories and codes found in the data in the first year of the research.

A dimensional profile (Charmaz 2000) was applied to the Secondary English pre-service teachers' responses to the first year of the Bachelor of Teaching program. The same ten categories constructed from the course outlines and investigated in Chapter Four, were then reapplied to the research journal notes and the two surveys completed by the pre-service teachers in their first year. The forty-six codes that emerged from this data were generated as action codes to assist in facilitating comparisons in the data (Charmaz 2000). These codes were dimensionally positioned in a table to represent pre-service teachers' conflicting and contradictory experiences at different points in time during the first year of their Bachelor of Teaching degree. It became apparent through the application of the ten categories to the journal notes and two surveys that the categories often subsume several codes (Charmaz 2000, p.516). This indicates the high degree of change and fluidity in the conceptual development of each of the categories. These codes are shown in Table 10.

The first column records the codes derived from notes in the research journal written in the first couple of weeks of the participants beginning their degree. The second column records the codes taken from a survey after the participants' first practicum and before their second practicum. The third column records the codes represented in the observations from journal notes written by the researcher during workshops in the Secondary English classes throughout the year, especially during the time between both practicum experiences. The fourth column records the codes taken from a survey given to the pre-service teachers after their second practicum. It also includes codes from six informal interviews with the pre-service teachers after their second practicum.

**Table 10: Dimensional profile of Secondary English pre-service teachers**

Categories	Research Journal 05/03/03	Survey 10/9/03	Research Journal 25/03/03 - 22/10/03	Survey & Informal Interviews 22/10/03
Constructing a theoretical position	0	Interest in building theoretical position 31	Shows lack of understanding in theoretical position 15 Resists theoretical position 11 Adopts theoretical position 7	Resists theoretical position 7 Recognises difference in theoretical position 4 Constructs hybrid theoretical position 19
Drawing theory and practice together	0	Interest in seeing theory in action 15	Believes theory informs practice 5	Shows confusion as to how theory informs practice 8
Instilling a reflective capacity	Reflects on past teachers 6	Adopts reflection in practice 4	Resists reflection 8	0
Developing a learning environment	0	Shows interest in different methods and programs to improve learning 3	Recognises different learning abilities and styles 5	Realises students can be resistant to learning 14
Promoting participation	0	Requires more strategies for group work 4	Performs behaviour management strategies 30 Resists experiencing the practical 8	Realises students can be resistant to participation 4
Positioning of pre-service teachers	0	Realises that it is the first stage of being a teacher 16	Performs as student 3 Performs as teacher 1	Endorses teacher role to achieve 4 Attempts ownership of teaching practice 8
Understanding knowledge	0	Endorses classroom management knowledge 27 Endorses disciplinary knowledge 2	Endorses knowledge as absolute truth 6 Recognises personal limitations guide interest in types of knowledge 8	Believes knowledge is related to skills 2 Struggles with classroom knowledge 5 Realises limitations in practical knowledge 28
Valuing texts and textual practices	Believes an English teacher needs to know about texts 18	Realises an English teacher needs to know about texts 14 Shows interest in teaching resources 13	Adopts deconstruction of texts 4 Endorses texts as truth 8	Believes texts portray multiple meanings 1 Believes critical literacy is about the deconstruction of texts 4 Resists course readings 2
Adhering to assessment practices	0	Realises that a teacher needs to know various assessment practices 2	Shows lack of understanding in assessment 1 Values collaborative construction of assessment 15 Recognises assessment is about student difference 4	Realises lack of knowledge in assessing fairly 4
Recognising inclusive practice	0	0	Inclusion as textual analysis 2 Inclusion as disability 3	Struggles with how to deal with inclusion and disabilities 4

Analysis of the first category, 'Constructing a theoretical position' revealed the following codes: 'Interest in building theoretical position'; 'Lack of understanding of theoretical position'; 'Resists theoretical position' and 'Constructs hybrid theoretical positions'. The changes to this category relate to a theoretical positioning within the Secondary English course. This course endorses a critical understanding and investigation of the five dominant theoretical positions towards the teaching of English/Literacy in Australia: a skills-based approach; a cultural heritage approach; a personal growth approach; a genre approach; and a critical literacy approach (Department of Education Tasmania 2004). A critical literacy pedagogy is endorsed by the senior lecturer as a valued theoretical position in the Secondary English course.

Observations of the first few weeks in the Secondary English classroom initially demonstrate how pre-service teachers show little awareness or knowledge of a theoretical position towards the teaching of English/Literacy. Teaching is based mainly from the influential experience as a student, which does not take into account the theoretical position of teaching. The responses of the pre-service teachers in the journal entries emphasise teacher qualities such as being passionate, creative and showing an interest in students. One pre-service teacher comments, 'I think that a teacher should be creative, enthusiastic and inspire confidence in students' (Research Journal 05/03/03). These qualities reflect the pre-service teachers' interest, grounded in a student perspective, in performance rather than theory (Britzman 1986). The dramatic change in interest in acquiring a theoretical position, however, is represented in the first survey. This is the result of the influence of the pedagogy of the Secondary English lecturer who encourages pre-service teachers to construct their own theoretical positions towards the teaching of English/Literacy.

Table 10 details the process the Secondary English pre-service teachers undertake in their adoption, resistance and understanding of a theoretical position in English/Literacy. The second practicum experience serves as the first realisation for pre-service teachers that, after applying theory to practice, there are differences in theoretical positions. Most of the pre-service teachers adopt a hybrid theoretical position by the end of their first year of teaching. Many participants take up critical literacy as their valued theoretical position as well as adopting another theoretical position.

The second category, 'Drawing theory and practice together', in Table 10 highlights pre-service teachers' difficulty in bringing theory and practice together. This category contains the codes: 'Interest in seeing theory in action'; 'Believes theory informs practice' and 'Shows confusion as to how theory informs practice'. In the initial journal entries pre-service teachers show no indication of relating theory to practice as no codes were found. In the first survey they become interested in seeing theory in action since this is close after their first practicum experience. The research journal highlights some of the pre-service teachers' initial adoption of the Secondary English (ESA 110) course outline which places emphasis on theory informing practice. The second survey shows that many pre-service teachers show confusion in how theory relates to practice. This is seen as critical as pre-service teachers have difficulty connecting the material and interactive practices of the classroom with the ideological practices (Freebody & Baker 2003). For instance, one pre-service teacher, when asked what position their colleague teacher came from, comments, 'I'm not sure as she was very laid back, traditional but open to new things' (Survey 2003).

The third category, 'Instilling a reflective capacity', indicates pre-service teachers' resistance to demonstrating a capacity to reflect on their teaching. This is represented by the codes: 'Reflects on past teachers'; 'Adopts reflection in practice' and 'Resists reflection'. Reflection of past teachers serves as an initial indication of what makes a good teacher. Some pre-service teachers adopt reflection after their first practicum; however, many resist this practice later in the year. Many of the pre-service teachers are still positioned as students and find reflection not central to being a good teacher. Teaching is more about performance rather than reflection at this stage of their teaching career. One pre-service teacher comments, 'I will need a lot of practical experience like the text presentations we are doing each week, I'm looking forward to trying these strategies in the classroom' (Survey 2003).

The fourth category, 'Developing a learning environment', represents pre-service teachers' initial realisation that learning is not uniform across all students. This is represented by the codes: 'Shows interest in different methods and programs to improve learning'; 'Recognises different learning abilities and styles'; and 'Realises students can be resistant to participation'. The pre-service teachers' recent history as university graduates situates them as successful learners who have 'learnt' the education system to obtain the necessary qualifications. There is little

recognition or understanding about student difference in learning styles and social contexts. Pre-service teachers' position learning as developmental and psychological which, in turn, focuses on student deficit. As highlighted in the second survey, many pre-service teachers are astonished that school students resist their teaching on the second practicum. One of the pre-service teachers remarks, 'I thought the students would like to learn, I was wrong' (Survey 2003). Resistance is not a reaction that is naturally or normally expressed towards them, rather they are more comfortable in the role of student in showing resistance. Instead of examining their own practice to find the cause of this initial resistance, many pre-service teachers position students as deficit.

The fifth category, 'Promoting participation', characterises pre-service teachers' struggle in understanding their performances as teachers. The codes representing this category are: 'Requires more strategies for group work'; 'Performs behaviour management strategies'; 'Resists experiencing the practical'; and 'Realises students can be resistant to participation'. Participation is equated to performance, which pre-service teachers recognise as the central feature of being a good English/Literacy teacher. The first column highlights pre-service teachers' individualised learning history rather than familiarity with group participation and collaboration. The first survey indicates that some of the participants are nervous about working with groups of students after their first practicum experience. Group work appears to be not a normal or natural part of their previous learning as a school student or as a university student. As one pre-service teacher comments, 'I would like to concentrate more on group cohesion; that is, how to deal with conflicting issues and how to cement those problems into one common goal which is agreement' (Survey 2003).

Performance is thus considered a major part of being a teacher, which is due to the pre-service teachers' initial experiences as a student. The research journal highlights the pre-service teachers' preoccupation with behaviour management strategies, which they value as a major component of their teaching performance both in front of the classes at school and at university. Britzman argues, 'Grounded in their student perspectives, constructed from their prolonged experience of compulsory classroom life, their view of the teacher's work is incomplete insofar as it is simplified to mere classroom performance' (1986, p.446).

The sixth category, 'Positioning of pre-service teachers', is concerned with how pre-service teachers position themselves in the Secondary English classroom. This category is represented by the codes: 'Realises that it is the first stage of being a teacher'; 'Performs as student'; 'Performs as teacher'; 'Endorses teacher role to achieve' and 'Attempts ownership of teaching practice'. The first year is very confrontational for pre-service teachers in how they position themselves within the Bachelor of Teaching program. Initially, they position themselves as students rather than as beginning teachers. The first practicum, however, serves as the first realisation that they are actually in the process of becoming a teacher. Their struggle throughout the first year situates them in a binary position as both student/teacher. This binary is reversed at different stages with the twenty-six pre-service teachers. Some are positioned as student; some are more situated as teacher. The second practicum is the first attempt for many at obtaining ownership over their teaching practice and, in the process, reversing the binary of student/teacher.

The seventh category, 'Understanding knowledge', in Table 10 relates to what pre-service teachers understand knowledge to be. This category contains the codes: 'Endorses classroom management knowledge'; 'Endorses disciplinary knowledge'; 'Endorses knowledge as absolute truth'; 'Recognises personal limitations guide interest in types of knowledge'; 'Believes knowledge is related to skills'; 'Struggles with classroom knowledge'; 'Realises limitations in practical knowledge'. Pre-service teachers initially do not consider a teacher requires any knowledge. Rather teacher qualities such as creativity and passion are valued as important requisites to being a good teacher. As one pre-service teacher comments, 'An English teacher should be passionate, enthusiastic and creative, and try to make their students the same' (Survey 2003).

Knowledge in the seventh category is presented as disciplinary based and is constructed as truth. Knowledge is not viewed as a social construction. Table 10 highlights pre-service teachers' preoccupation in acquiring certain types of knowledge when they realise their limitations, such as in language skills and classroom management knowledge. The second school practicum, which is represented in the second survey, shows their preoccupation with the limitations of their practical knowledge of teaching. Practical knowledge is positioned more centrally in pre-service teachers' responses rather than theoretical knowledge.

The eighth category, 'Valuing texts and textual practices', is represented by the codes: 'Believes an English teacher needs to know about texts'; 'Realises an English teacher needs to know about texts'; 'Shows interest in teaching resources'; 'Adopts deconstruction of texts'; 'Endorses texts as truth'; 'Believes texts portray multiple meanings'; 'Believes critical literacy is about the deconstruction of texts' and 'Resists course readings'. The Secondary English (ESA 110) course outline positions the knowledge of texts as a prerequisite before undertaking the course. The first code, 'Believes an English teacher needs to know about texts', also relates to the pre-service teachers' own experiences of Secondary English teachers. Texts are related to the material practice of the teacher, which was apparent to these pre-service teachers when they were positioned as school students. What is not made visible to them as pre-service teachers in their initial knowledge of texts relates to the ideological practice that informs the textual practices of a teacher.

From reading Table 10 it can be surmised that after their first practicum experience, pre-service teachers broaden their interest in texts to include resources for teaching. Resources for the teaching of texts are considered important in building a teacher's practice. The Secondary English (ESA 110) course outline endorses critical literacy, which is interested in the examination and deconstruction of texts in order to position students differently and more equitably. Texts are thus represented as social constructions. Many pre-service teachers, however, view texts as ultimate truths that are beyond deconstruction. Many resist the deconstruction of texts believing that it will take out the enjoyment in the teaching of texts. The second practicum, which is highlighted in the second survey, represents pre-service teachers' responses as resistant to the deconstruction of texts. Only one pre-service teacher in the survey indicated that texts portray multiple meanings.

The ninth category, 'Adhering to assessment practices', relates to how pre-service teachers understand assessment and is represented by the codes: 'Realises that a teacher needs to know various assessment practices'; 'Shows lack of understanding in assessment'; 'Values collaborative construction of assessment'; 'Recognises assessment is about student difference' and 'Realises lack of knowledge in assessing fairly'. In the first couple of weeks of the Secondary English course there is little recognition of assessment as pre-service teachers are strongly positioned in the role of student. The first practicum experience, which corresponds with the first survey, serves as the first realisation that as future teachers they need to know various assessment methods. During the year, the Secondary English pre-service

teachers work in groups to present lessons and their assessment for these lessons. They seem to appreciate the joint collaboration in the construction of assessment tasks. During this time they come to the realisation that assessment is also related to student difference. The second practicum highlights the difficult work of teachers in how to assess students fairly.

The tenth category, 'Recognising inclusive practice', does not come into pre-service teachers' thinking about practice until the second half of the year. This category is associated with the codes: 'Inclusion as textual analysis'; 'Inclusion as disability' and 'Struggles with how to deal with inclusion and disabilities'. This category is, obviously, strongly associated with disability. The Secondary English pre-service teachers associate inclusion with students who have disabilities, and the necessary practices to include these students in the classroom. Inclusion is about focusing on these, so-called, disabled students to the exclusion of all other students. Not apparent to these pre-service teachers is this exclusion of other students. As one pre-service teacher comments, 'I want to know more about inclusive schooling and special education' (Survey 2003).

The pre-service teachers' previous learning and education seems to be situated in a disability studies discourse of inclusion (Clough & Corbett 2000). This discourse comes from 'outside education which looks ... at the specifics of social inclusion and inclusion in employment and housing, to educational inclusion within a big picture' (Clough & Corbett 2000, p.27). This discourse, together with a psychological perspective that psychologises student difference, enhances the pre-service teachers' preoccupation with student deficit rather than valuing student difference.

Inclusion is viewed within the Secondary English course as difference rather than disability. Difference is treated sociologically rather than only psychologically and biologically. Rowan identifies eight paradigms of difference: age, socio-economic status, sexuality, gender, physical appearance, physical disability, religion/spirituality and cultural identity (2001, p.13). The pre-service teachers, however, mainly view difference in terms of physical disability. Some pre-service teachers utilise Rowan's (2001) transformational analysis questions to identify what they exclude in their own teaching practice. This analysis, however, does not extend to their interest in disabilities in general and the exclusive practices that they adopt in the university classroom. The second survey, which was undertaken



after the second practicum, highlights the pre-service teachers' preoccupation to seek more information on students with disabilities.

## 5.2 Significant events

### 5.2.1 Significance of pre-service teachers' unrepresentation

This section identifies the two practicum experiences in the first year of the research as significant events in the construction of pre-service teachers' subjectivities. It is the significance of the pre-service teachers' unrepresentation in the classroom that serves as one of the first interruptions/disruptions to their pedagogies.

The comparative analysis of the ten categories on pre-service teachers' responses highlights the reactions they have towards both the powerful institutional discourses of the university and the school. The two practicum experiences serve as significant events in the construction of pre-service teachers' subjectivities in the first year of the research. After each school experience pre-service teachers realise their construction as student has shifted. Charmaz maintains,

A significant event stands out in memory because it has boundaries, intensity, and emotional force ... The emotional reverberations of a single event echo through the present and future and therefore, however subtly, shade thoughts. (2000, p.516)

The most emotional and resistant of the pre-service teachers' responses occur on the second practicum. This significant event stands out because of the resistance to both the university discourse and the school discourse. The second practicum is pivotal in the construction of their subjectivities in that it provides pre-service teachers with their first experience of taking up classroom practice rather than just the observation of practice.

During this time many pre-service teachers realise that they do not wish to give up their privileged good student position (Amirault 1995). This practicum serves as a juncture in shattering their construction of good student as well as building their initial construction of good teacher. The institution of the school in addition to the resistance from their own students fractures the structure in which the position of good student previously existed. Pre-service teachers recognise during this period that their own student needs are unrepresentative in the classroom (Pagano 1990).

This only emphasises the difference between their expectations of a teacher and their own students' expectations of them as teachers.

The significance of their unrepresentation as good student in the classroom serves as a desire to transfer their position of good student to another pedagogical model. This desire arises from pre-service teachers' identification that good students are 'those who are able to locate themselves in the pedagogical position articulated by the teacher's pedagogy' (Amirault 1995, p.71). After the second practicum, pre-service teachers attempt to relocate their good student positions by reproducing the pedagogy of their Secondary English senior lecturer, which is located in a critical literacy tradition, informed from a poststructuralist position.

The pre-service teachers, nevertheless, find it difficult to establish what the position of good student would be of a radical pedagogy. This complicated position serves as 'fully mask[ing] the ultimate foundations of [their] pedagogic authority' (Amirault 1995, p.72). This action of masking their theoretical positions is evident in the hybrid theoretical positions they adopt after teaching on the second practicum. The theoretical façade of good teacher will, in turn, produce the façade of good student. This relocation by pre-service teachers undermines the intentions of the Secondary English senior lecturer to construct spaces for transformative rather than reproductive practice.

The discursive disguise of their theoretical positions is evident in the way that pre-service teachers adopt their hybrid theoretical positions as shown in Table 9. Contrary to their adoption of a theoretical position endorsed by the Secondary English senior lecturer, pre-service teachers still show a lack of understanding of theory and are more interested in practical knowledge rather than theoretical knowledge to inform their practice. These pre-service teachers are constructing their own identity kits from the different discourses of the university and schools (Gee 2003, p.5). The pre-service teachers' responses in the second survey do not match their new hybrid theoretical positions. Many pre-service teachers seek instructions on how to teach from a critical literacy theoretical position.

By placing the ten categories across a dimensional profile the research sought to disrupt the normatively fixed nature of categories (Lather 1997). The use of the dimensional profile (Charmaz 2000) in the research, furthermore, highlighted a number of features:

1. It represents pre-service teachers' responses to the conflicting discourses within the program over time to highlight the changing and contradictory nature of subjectivity.
2. It constructs subjectivity as 'our conceptual orderings of things and the deep investments summoned by such orderings' (Britzman 1991, p.57).
3. It makes visible the role that language, social interactions and pivotal experiences, such as the practicum experiences, play in the production of subjectivity (Bloom 1998).
4. It presents the multiple subject positions pre-service teachers' occupy during the Bachelor of Teaching program, which influences the construction of their subjectivity.

## 5.3 Construction of discourses

### 5.3.1 Construction of four discourses

This section discusses the construction of four discourses, through a discourse analysis (Fairclough 2001; Lee 2000; Taylor 2001) of the data. The four discourses that pre-service teachers occupied at various times during the first year are resistance, accommodation, pragmatism and limitations.

As a result of interrogating and comparing the ten categories certain patterns and relationships were exposed resulting in the construction of four discourses. The four discourses emerged from pre-service teachers responses to the ten categories that formed part of the course outlines. It was important for the research to superimpose these ten powerful categories on the pre-service teachers' data so that it could expose the effects of these categories on their subjectivities. This process involved rereading the codes in Table 10 so as to make visible pre-service teachers' responses to these categories. In effect the research was double visioning (Davies 1994) the data to demonstrate how pre-service teachers are entrapped within these powerful categories.

### 5.3.2 Discourse of resistance

The discourse of resistance is articulated in the codes: 'Resists theoretical position'; 'Resists reflection'; 'Realises students can be resistant to learning'; 'Resists the experience of the practical'; 'Realises students can be resistant to participation'; and 'Resists course readings'. The process was empirical, the codes were reinterrogated and examples of codes counted and re-articulated as discourses

(Table 11). The discourse of resistance is concerned with pre-service teachers' resistance towards the Secondary English course, in addition to their realisation that students can be resistant to their own teaching. Being positioned as teacher with student resistance is a new experience for them. They are more comfortable in the position of student resistors rather than the object of resistance.

**Table 11: Discourse of resistance**

<i>Codes of discourse of resistance</i>	<i>Responses</i>
Resists theoretical position	18
Resists reflection	8
Realises students can be resistant to learning	14
Resists the experience of the practical	8
Realises students can be resistant to participation	4
Resists course readings	2
TOTAL	54

The discourse of resistance represents the lowest number of responses from the pre-service teachers and positions them in a binary as both students and teachers. As beginning teachers this becomes the first realisation that school students are not interested in learning or participating in class. Many of the pre-service teachers have been positioned as successful learners all their lives and therefore cannot understand or appreciate why these students may be resistant. One pre-service teacher comments, 'It really worried me that so many students did so little work in class time' (Informal Interview 2003). The dominant responses to the Secondary English course indicate that the resistance is against learning the theoretical side of pedagogy. This discourse situates the pre-service teachers as students because they cannot understand why a teacher should be informed by theory. Their previous experiences as students only highlight the pragmatics of teaching, not the theoretical and reflective practice of teaching. For instance, one pre-service teacher acknowledges his initial understanding of an English teacher as 'someone who merely organises lessons and facilitates group work' (Survey 2003).

The resistance towards developing a theoretical position in relation to English/Literacy teaching can be seen not as false consciousness but as a way of understanding the impositional tendencies that arise from the resistance. Lather defines resistance in the words of one of her students,

A word for the fear, dislike, hesitance most people have about turning their entire lives upside down and watching everything

they have ever learned disintegrate into lies. "Empowerment" may be liberating, but it is also a lot of hard work and new responsibility to sort through one's life and rebuild according to one's own values and choices. (1995, p.298)

The discourse of resistance also extends to the teaching of critical literacy in schools. One of the pre-service teachers comments, 'It was not possible to teach from this position as I had trouble introducing it to a resistant class with behavioural management problems' (Informal Interview 2003). Another argues, 'It was possible to teach from this position but there was resistance because students were not used to it' (Informal Interview 2003). This instance shows how a pre-service teacher's own impositional tendencies cause resistance in the teaching of critical literacy to a class unfamiliar with this way of teaching. Most of the pre-service teachers are shown resistance to critical literacy during their second practicum, and therefore assume that something is wrong with the theory rather than looking at the pedagogy of the colleague teacher or their own teaching practices.

The resistance towards their own teaching positions pre-service teachers as resistant towards students who do not comply with their own teaching practices. Resistance from students is not only in their actions but in their silence. One pre-service teacher comments, 'I had difficulty with silent complacency. The students did everything I asked of them but perhaps had opinions they could have voiced' (Survey 2003). Another pre-service teacher comments, 'Most of the students were unresponsive, quiet, had no expression' (Informal Interview 2003). The students' silence also emphasises the pre-service teachers' realisation that students do not necessarily hold the same fascination for English/Literacy as they do. Students may not wish to position themselves in the role of good student. One of the pre-service teacher comments, 'I am disillusioned with teaching as students don't want to learn' (Survey 2003). Whereas another pre-service teacher remarks, 'How can I engage students in English, when they don't like English' (Survey 2003)?

The reality of teaching causes the pre-service teachers to face the ideological dimensions of the profession. This is a traumatic experience for them as the second practicum is about viewing social reality as ideological (Weedon 1987). Weedon (1987) maintains that students learn about ideologies when they actually have to confront them in a practical situation. Resistance to the practical is a result of

viewing the reality of teaching as ideological rather than as that ideal, fixed world they considered teaching to be when positioned as a student.

Resistance, however, has a revealing function in that it ‘contains a critique of domination and provides theoretical opportunities for self-reflection and for struggle in the interest of self-emancipation and social emancipation’ (Giroux 1983, p.109). The domination that pre-service teachers are resisting is towards the pedagogy of the senior lecturer in the Secondary English course that is situated in a critical literacy pedagogical position. Many pre-service teachers are resistant to this pedagogy as it is in conflict with their previous experience of teaching English, experience that is mainly situated in a cultural heritage approach to the teaching of English. As one pre-service teacher comments, ‘At first I was hesitant to fully commit to critical literacy because I didn’t want to follow the hype’ (Survey 2003). The resistance, however, is articulated more in the discourse of accommodation rather than in the discourse of resistance. Pre-service teachers are still positioned as students and understand who holds the position of power.

### 5.3.3 Discourse of accommodation

The discourse of accommodation results from double reading (Grosz 1989; Lather 1996, 2004) the categories and codes which emerged from the pre-service teachers’ responses in the form of three surveys and the research journal (Table 12). The discourse is constructed from the codes: ‘Interest in building a theoretical position’; ‘Adopts a theoretical position’; ‘Constructs hybrid theoretical position’; ‘Adopts reflection in practice’; ‘Endorses teacher role to achieve’; ‘Endorses classroom management knowledge’; ‘Endorses disciplinary knowledge’; ‘Endorses texts as truth’ and ‘Inclusion as textual analysis’. This discourse is concerned with pre-service teachers’ accommodating or conforming to the Bachelor of Teaching program, in particular with the Secondary English course. It reflects a student-focused interest in appropriating the necessary parts of the program into their own pedagogy. This discourse is about student resistance but it is revealed in its opposite category: accommodation and conformism. Giroux argues that

To the degree that oppositional behaviour suppresses social contradictions while simultaneously merging with, rather than challenging, the logic of ideological domination, it falls not under the category of resistance but under its opposite, i.e., accommodation and conformism. (1983, p.109)

The pre-service teachers show their resistance most in their accommodation and conformism to the Bachelor of Teaching program, in particular with the Secondary English course. For instance, there is a high level of responses to building a theoretical position to the teaching of English/Literacy; however, by the end of the year most pre-service teachers have constructed a hybrid theoretical position. One pre-service teacher comments, 'I come from several different perspectives: dependent primarily on the learning needs/abilities of the students-predominantly critical literacy though' (Survey 2003)! Another comments, 'I think that I have a bit of each perspective but like to assimilate them together, taking the good bits from each and I like to implement them in the classroom with a critical literacy style' (Survey 2003).

The accommodation discourse highlights the adoption of a theoretical position; however, this is not primarily from a critical literacy perspective. A hybrid theoretical position is constructed as a result of their resistance to adopting a critical literacy perspective towards the teaching of English/Literacy. Pedagogy is viewed as a hybrid concept, bringing together elements of 'art' and 'science', 'theory' and 'practice' (Green & Reid 1995). Pre-service teachers' construction of pedagogy as a hybrid concept occurs as a result of taking elements from both different colleague teachers' practices and the senior lecturer's pedagogy.

**Table 12: Discourse of accommodation**

<i>Codes for discourse of accommodation</i>	<i>Responses</i>
Interest in building theoretical position	31
Adopts theoretical position	7
Constructs hybrid theoretical position	19
Adopts reflection in practice	4
Endorses teachers role to achieve	4
Endorses classroom management knowledge	27
Endorses disciplinary knowledge	2
Endorses texts as truth	8
Inclusion as textual analysis	2
TOTAL	104

The accommodation of a hybrid theoretical position is also a response to not thoroughly understanding critical literacy as a theory. One pre-service teacher's response is 'I thought I had critical literacy clear in my mind, yet when I stepped into the classroom I had trouble making it a "critical literacy classroom"' (Survey 2003). Critical literacy as a social practice is difficult to implement if the students

and colleague teacher do not situate themselves in this position. Many of the pre-service teachers find their classrooms and colleague teachers mainly situated in a cultural heritage approach to the teaching of English/Literacy and therefore are not comfortable teaching from an opposing or alternative approach such as critical literacy. As one pre-service teacher comments,

I could tell that my colleague teacher was coming from a cultural heritage perspective because she was very big on being at the top of each lesson. She was the one with all the knowledge and expected the students to agree and to know that there were only right and wrong answers. I had trouble with trying to implement new strategies that asked students opinions, especially when the colleague teacher was there. (Survey 2003)

This example illustrates how it is much simpler for pre-service teachers to accommodate their colleague teachers' practice and senior lecturer's practice rather than relocate. Any shift towards a position such as a critical literacy perspective requires a fundamental shift to viewing language as a social practice, which is institutionally and culturally located in sites that are neither benign nor neutral (Kamler & Comber 1996). Relocation is a social and political act (Kamler 2001, p.5). Accommodation rather than relocation is about determining who holds the position of power. Pre-service teachers learn on their second practicum to accommodate rather than work on relocating their own practice. As one pre-service teacher remarks, 'I found it difficult not being able to teach my own topic/unit, having to teach what is specified by the colleague teacher, largely using resources specified by the teacher' (Survey 2003).

Poststructuralist theory argues that people are not socialised into the world but rather that human subjectivity is formed in and through practice (Bourdieu 1990) and that modes of speaking and acting, attitudes and behaviours are structured and formed in relationships of power and discourse (Foucault 1988). The Secondary English pre-service teachers are being constructed by very different and, at times, opposing practices of colleague teachers and the senior lecturer in Secondary English. For instance, in the survey after the second practicum, eighteen out of the twenty-six pre-service teachers believe that they are teaching from a critical literacy approach. Eleven of the pre-service teachers, however, are given teachers who position themselves in a cultural heritage approach towards the teaching of English/Literacy. These approaches differ in teaching strategies and student positioning with many pre-service teachers finding it difficult to develop their own practice. As one pre-service teacher comments,



Often the colleague teacher just asked me to give them the work, have them do it and give the answers. When I wanted to discuss answers with them and question things, she was resistant, saying I was wasting time. (Informal Interview 2003)

These comments made by one of the pre-service teachers emphasises the struggle for ownership by the pre-service teachers in trying out new strategies that fit their individual pedagogies. Instead of the process of subjectification occurring, it becomes more about accommodating the teacher by supporting and taking up their pedagogy in addition to accommodating the dominant pedagogy of the university classroom. In school settings, teachers are usually evaluated on their ability to orchestrate classroom control rather than to articulate pedagogical theory (Britzman 1986). Added to this is the reluctance of many colleague teachers to discuss theory when they prefer to use the pragmatics of teaching practice to solve classroom issues (Cartwright, Gervasoni & Nuttall 2001). This in turn places pre-service teachers in a position of being within and against the dominant discourse of the classroom (Lather 1991a, 1991b) and in the precarious position of being more interested in survival rather than theory (Britzman 1986).

The discourse of accommodation is about pre-service teachers adopting the qualities of a good teacher, such as being theoretically informed, reflective, and a good classroom manager. The code of 'Endorsing teacher role to achieve' is concerned with conformism. As one pre-service teacher articulates,

I disagreed a bit with one of my colleague teachers, whose ideas on classroom management differed greatly from my own, and I was a bit pressured to conform to these ideas. I got constant "advice" on how to be tougher with the students, which I didn't always want to be. So I think dealing with my own emerging pedagogy and the gulf between it and other's pedagogies was a struggle. (Survey 2003)

Conforming to the actions of the colleague teacher demonstrates the pre-service teacher positioning and accommodating herself to achieve the desired results, rather than focusing on building her own pedagogy.

The discourse of accommodation also emphasises the endorsement by the pre-service teachers of the different theoretical perspectives or discourses in the Bachelor of Teaching program. Chapter Four presented these conflicting discourses in Table 9. For instance, liberal humanist perspectives view texts as truth, but poststructuralist perspectives view texts as socially constructed and ideological. Disciplinary knowledge is valued in a liberal humanist perspective; however,

knowledge is viewed as socially constructed from a poststructuralist perspective. Depending on the context in which pre-service teachers are positioned, they take up the discourse of that particular theoretical position. For instance, when on a practicum, the endorsement of classroom knowledge is valued, which is highlighted in the code ‘Endorses classroom management knowledge’. The endorsement of building a theoretical position, supported by the code ‘Interest in building theoretical position’, is valued in the Secondary English classroom at university. It can therefore be argued that there is no theoretical consistency to their endorsements when pre-service teachers are conforming to the different contexts and discourses they occupy in the Bachelor of Teaching program.

5.3.4 Discourse of pragmatism

The discourse of pragmatism, concerned with pre-service teachers’ interest in understanding the pragmatics of classroom knowledge, emerged from the rereading of the ten categories and various codes documenting pre-service teachers’ responses in the Bachelor of Teaching program. This discourse is articulated in the codes: ‘Requires more strategies for group work’; ‘Interest in teacher resources’; ‘Needs to know more about texts’; ‘Recognises difference in learning styles and abilities’; ‘Performs behaviour management strategies’; ‘Performs as teacher’ and ‘Teacher needs to know various assessment strategies’ (Table 13).

Table 13: Discourse of pragmatism

<i>Codes for discourse of pragmatism</i>	<i>Responses</i>
Requires more strategies for group work	4
Interest in different methods and programs	3
Interest in teacher resources	13
Needs to know more about texts	14
Recognises difference in learning styles and abilities	5
Performs behaviour management strategies	30
Performs as teacher	1
Teacher needs to know various assessment strategies	2
TOTAL	72

The pragmatics of teaching forms a central part in pre-service teachers’ constructions of subjectivity. This discourse is based on theories of behaviourism implying that the learning of students can be enhanced by behaviourist strategies and that relate to the natural process of student development. Evidence of this is supported by the high number of responses to the code ‘Performs behaviour

management strategies'. This discourse is mainly concerned with the development of practical theories and strategies for teaching.

Prospective teachers enter teacher education with practical theories about the work and stance of teachers (Britzman 1986). Grounded in their student perspective, beginning teachers see teachers' work as performance (Britzman 1986). This discourse is about these teachers' desire for practical methods of teaching (Descombe 1982). The focus on the practical, however, positions theory as less important. Pre-service teachers' over-reliance on and interest in practical first-hand experience tends to devalue theory even before it is encountered, which reinforces the belief that experience makes the teacher (Britzman 1986). This discourse is about becoming familiar with well-practiced ways of teacher behaviour – ways of speaking, walking, sitting, 'treating' the spelling list, ruling up the blackboard, and organizing the day (Green & Reid 1995). The social practice of teachers within this discourse is about viewing pedagogy as practical theory. The focus of the classroom teacher is on student learning, the management of learning and the management of discipline (Green & Reid 1995).

Within the discourse of pragmatism there is an emphasis on the desire by pre-service teachers to focus on their management abilities to gain classroom control. This control is instigated through behaviour management strategies that are situated in a psychological discourse towards student learning and towards the management of learning. This discourse is about managing student behaviour through various instructional methods. Some of the pre-service teachers had difficulty in managing student behaviour on their second practicum. For instance, one pre-service teacher maintains,

Classroom behaviour was a struggle for me as I was not used to the kinds of behaviour that I came across, therefore more of my lessons were spent trying to deal with behaviour and not the actual content of my lessons. (Survey 2003)

This response clearly is about gaining technical control of teaching (Smyth 1991). Another pre-service teacher comments, 'The boys in many of my classes had developed behavioural strategies in order to avoid work. Sometimes it was difficult to engage them' (Research Journal, 21 September 2003). Teacher power rather than empowerment of student learning is emphasised.

5.3.5 Discourse of limitations

The discourse of limitations emerged from codes which concerned pre-service teachers’ responses to limitations in their knowledge and experience necessary in becoming a teacher. This discourse is supported by the codes: ‘Shows lack of understanding in theoretical position’; ‘Recognises personal limitations guide interest in type of knowledge’; ‘Shows lack of understanding in assessment’; ‘Shows confusion as to how theory informs practice’; ‘Struggles with classroom knowledge’; ‘Realises limitations in practical knowledge’; ‘Realises lack of knowledge in assessing fairly’; ‘Struggles with how to deal with inclusion and disabilities’ and ‘Attempts ownership of teaching practice’ (Table 14).

Table 14: Discourse of limitations

<i>Discourse of limitations codes</i>	<i>Responses</i>
Shows lack of understanding in theoretical position	15
Recognises personal limitations guide interest in types of knowledge	8
Shows lack of understanding in assessment	1
Shows confusion as to how theory informs practice	8
Struggles with classroom knowledge	5
Realises limitations in practical knowledge	28
Realises lack of knowledge in assessing fairly	4
Struggles with how to deal with inclusion and disabilities	4
Attempts ownership of teaching practice	8
TOTAL	81

The discourse of limitations, which produced a high number of responses from pre-service teachers, is concerned with the struggle with their teaching practice, especially in relation to their second practicum. It is about the realisation that there is more to being a teacher than just having teacher qualities. One pre-service teacher writes, ‘I realised that I need to know more about teaching spelling, grammar and punctuation. I also need to know more about teaching texts such as Shakespeare as well as knowing how to deal with students with reading difficulties’ (Survey 2003).

The discourse of limitations highlights pre-service teachers’ struggle to construct their subjectivity in their teaching practice. Taylor argues that subjectivity

is not acquired in a unified or coherent way, rather it is struggled over and imperfectly held because different discourses offer different subject positions or points of view, many of which are contradictory and incompatible. (1995, p.13)

The discourses that pre-service teachers occupy in both schools and at university are at times contradictory and incompatible, producing anxiety and confusion for pre-service teachers in the construction of their subjectivities. They have difficulty in theorising their own subjectivity as a site of disunity and conflict (Weedon 1987). The discourse of limitations, however, is more about subjective awareness rather than limitations. Giroux (1981) argues that subjective awareness becomes the first step in transforming students' experiences. This experience however, in relation to radical pedagogy, needs to be critically interrogated (Giroux 1984). The overarching discourse which these four discourses of resistance, accommodation, limitations and pragmatism all occupy is a needs discourse (McWilliam 1993). Pre-service teachers' needs rather than desires are predominant in the data in the first year of the research.

The discourses that emerged from double reading (Grosz 1989; Lather 1996, 2004) the data positioned pre-service teachers in those four conflicting and contradictory discourses. The highest number of responses from pre-service teachers came from the discourse of accommodation, with 104 responses. This discourse, however, is in discursive tension with two others: the discourse of limitations, which had eighty-one responses; and the discourse of pragmatism, which had seventy responses. The pre-service teachers' subjectivities, therefore, can be viewed in a constant state of conflict and tension. Poststructuralist theory views subjectivity as a site of disunity and conflict, central to the process of political change and to preserving the status quo (Weedon 1987, p.21).

Subjectivity is seen to be produced in a wide range of discursive practices-economic, social and political – the meanings of which are a constant site of struggle over power (Weedon 1987). The discourses of the university together with the discourses of school produce different practices that struggle over power. This in turn has the discursive effect of positioning pre-service teachers in a constant state of disunity, contradiction and conflict. For instance, the discourse of accommodation positions pre-service teachers as conforming to the discourses of the school and university; while on the other hand, through the discourse of limitations, they are trying to understand the limitations in their own evolving pedagogies. At the same time, however, through the discourse of pragmatism, pre-service teachers are trying to be not only good students but good teachers and develop good teacher practices. Poststructuralist theory recognises that

contradictions and inconsistencies are an effect of discourse rather than as a personal failure of individual teachers (Kamler 1997, p.386). It is through the juxtapositioning of these contradictory and conflicting discourses which can produce new ways of pre-service teachers to construct their subjectivities. As Weedon (1997) argues,

[At] any particular historical moment, however, there is a finite number of discourses in circulation, which are in competition for meaning. It is the conflict between these discourses which creates the possibility of new ways of thinking and new forms of subjectivity. (p.135)

## 5.4 Oppositional discourses

### 5.4.1 Impositional tendencies

This section discusses the impositional tendencies of the dominant discourses in this teacher education site on pre-service teachers' subjectivities. Resistance is viewed as a revealing function (Giroux 1983) by providing the research with the evidence to implement an interruptor strategy on subjectivity (McWilliam 1995) or a displacement strategy through the construction and implementation of the writing projects.

This chapter has found that the dominant discourse of accommodation constricts pre-service teachers from addressing their personal inadequacies and limitations in teaching and from developing their pragmatic practice. This discourse is mainly about student resistance, which reveals itself as conformism or accommodation. Together with the discourse of resistance, the total responses are 158. Resistance is to the impositional tendencies of both the school and the university discourses. The result of this dominant discourse of resistance is that pre-service teachers construct for themselves 'a pedagogy of opposition' (Giroux 1983). Rather than dismissing this resistance as false consciousness, poststructuralist feminist research is interested in understanding the resistance which 'honours the complexity of the interplay between the empowering and the impositional at work in the liberatory classroom' (Lather 1995, p.298). Resistance instead becomes a revealing function (Giroux 1983) for the research.

The examination of these four conflicting and constricting discourses has brought to attention the impositional tendencies of both the university and school discourses towards pre-service teachers. This does not necessarily mean that this

resistance in the form of ‘a pedagogy of opposition’ (Giroux 1983) is a negative consequence of these discourses. The main issue, rather, concerns how authority can be deconstructed in a liberatory classroom so that pre-service teachers can construct their own pedagogies (Lather 1991a, p.140). It is about problematising the structural problematic of ‘who, in schools or universities, has the authority to speak, to critique, and to judge what is worthwhile (student) speech and critique’ (Luke 1992, p.39). Lather (1997) maintains that it is only when such powerful categories are disrupted that other spaces become available in the construction of subjectivity. As she argues,

What does it mean to create a different space in which to undertake other performances, other thinking, power, and pleasures, to create new lines of flight, fragments of other possibilities, to experiment differently with meanings, practices and our own confoundings? (Lather 1997, p.234)

#### 5.4.2 Pragmatic action

The production of the four discourses by pre-service teachers in their first year of the Bachelor of Teaching program emphasises the necessity for this teacher education site to implement a course in pragmatic action. This is the notion of practice understood as the pragmatic action of putting together all these different sorts of knowledges, the synthesis of the practical-theory (Green & Reid 1995). The research is not interested in creating binaries between different theoretical positions, rather it is about providing pre-service teachers with opportunities for best practice.

From the analysis of the data so far, pre-service teachers are entrapped within the powerful discourses of both the university and school. The university is situated in a critical dissonance discourse, which is concerned with ‘what students learn about teaching and schooling at the university and what they already know and continue to learn about them in the schools’ (Cochran-Smith 2004, p.25). A critical dissonance discourse does not provide pre-service teachers with teaching ‘against the grain’ (Cochran-Smith 2004). Teaching against the grain is about constructing collaborative resonance which links what pre-service teachers learn from university with what they learn in schools (Cochran-Smith 2004). The problem with the traditional teacher education program is that ‘it does not provide pre-service teachers with the analytical skills needed to critique standard procedures [or] the resources to function as reforming teachers throughout their teaching careers’ (Cochran-Smith 2004, p.27).

### 5.4.3 Constructing collaborative resonance

This research seeks to construct new relationships and discursive spaces for pre-service teachers towards their teaching and teaching mentors, whether these are colleague teachers or lecturers, within their second year of the Bachelor of Teaching program. This involves pre-service teachers empowering their own practices rather than accommodating or resisting others' pedagogies. The idea of empowerment entails 'people coming into a sense of their own power, a new relationship with their own contexts' (Fox, cited in Lather 1991a, p.4). Pre-service teachers need to be able to work within and against (Lather 1991a, 1991b) these powerful discourses to construct their own pedagogies as well as improve student learning.

As a result of the first-year findings outlined in both Chapter Four and Chapter Five, the research seeks to implement an interruptor strategy (McWilliam 1995) through the pre-service teachers' Secondary English assessment that involves constructing collaborative resonance between the researcher, the pre-service teachers, the senior lecturer in Secondary English and the colleague teachers (Cochran-Smith 2004). This assessment will be in the form of writing projects written over the course of the second year of the research. The projects will involve both writing and rewriting practices which position knowledge as collaboratively constructed. Pre-service teachers' knowledge will be collaboratively constructed with the goal of 'bringing people who have insider perspectives together with those who have perspectives on teaching against the grain that have developed outside of schools themselves' (Cochran-Smith 2004, p.28).

The initial findings of the research, as discussed in Chapter Four and Chapter Five, assisted in shifting the focus to changing the boundaries of the order of discourse (Fairclough 2001) which the Secondary English pre-service teachers occupied in this one teacher education site. This is essentially about bringing about discursive change (Fairclough 2001). The techniques of power need to be employed differently (Foucault 1980; Gore 2002) to change the boundaries of the discourses of limitations and accommodation that were found in the pre-service teachers' discourses.



#### 5.4.4 An interruptor strategy

The research focus changes towards constructing an interruptor strategy (McWilliam 1995) or displacement strategy addressing the discursive effects of the dominant discourses in this particular teacher education site on pre-service teachers' subjectivities. It works on the premise of giving pre-service teachers power to actively address certain areas of vulnerability (Broaddus 2000). By utilising research writing as a social practice, the research seeks to encourage pre-service teachers to rethink their assumptions about schooling and society. Research as writing (Lee 1995/1996, 1998) also allows for the precarious position of posing difficult questions and searching for understanding (Broaddus 2000).

This research is concerned with doing research *with* people, rather than *about* them (Phillips & Jorgensen 2002). The aims of the research took place in the specific context of the participants' social practice of learning to become a Secondary English teacher in the university classroom. Such an occurrence would have 'the informants and researcher cooperate in identifying specific problems in the field that the research should help solve' (Phillips & Jorgensen 2002, p.188). The researcher's role as expert is replaced to understand the contradictory and partial nature of both the expert and the oppositional, and to work through these differences to open up spaces for the construction of subjectivity for the pre-service teachers (McWilliam 1995).

### 5.5 Conclusion

This chapter has examined the effects of the dominant discourses of one teacher education site on the subjectivities and pedagogies of the Secondary English pre-service teachers. It found that these dominant discourses serve to constrain and constrict pre-service teachers from constructing their subjectivities and pedagogies. The first year of the research reflects an emphasis on needs rather than desire as a result of the effects of the dominant discourses of subjectification, identification and documentation on pre-service teachers' subjectivities. The research proposes for the implementation of an interruptor strategy (McWilliam 1995) or displacement strategy on pre-service teachers' subjectivities, through the implementation of writing projects in the second year of the research. The objective of this implementation is to open up alternative spaces in the construction of subjectivity and pedagogy for the Secondary English pre-service teachers and, in the process, change the dominant needs discourse into one of desire.

The following chapter examines the results of the implementation of the writing projects on the Secondary English pre-service teachers in the second year of the research. It seeks to justify the implementation of the writing projects to construct semiotic spaces for the Secondary English pre-service teachers in order to reconstruct subjectivity and pedagogy. The chapter is divided into two parts. The first part focuses on the open coding of the five separate stages of the writing projects to display how subjectivity is constructed and fragmented. It also identifies contradictions in pre-service teachers' subjectivities as a result of the writing/rewriting practices. The second part of the chapter focuses on situating time as a discursive site of struggle (Britzman 2000). It also presents the construction of three discourses as a result of the implementation of the interruptor strategy (McWilliam 1995) or displacement strategy on the subjectivities of the Secondary English pre-service teachers.

## CHAPTER 6

### PART 1

# Textual performance

## Introduction

*Researcher:* What have you learnt from undertaking the one assignment over the whole year of the course?

*Pre-service teacher:* The format of the assignment spread over the entire year suited my learning style. First of all, I was not overwhelmed by it, and secondly, it gave me time to think through the readings and discussions so that I could make sense of it all and finally own my research. (Informal Interview 2004)

This transcript is part of an informal interview undertaken after the Secondary English pre-service teachers finished their last practicum. This particular pre-service teacher had difficulty in the first year of the research positioning herself in regards to English/Literacy teaching. She originally had positioned herself strongly in both the accommodation and limitation discourses discussed in Chapter Five. Through the writing of the assignment, or writing project, she gradually obtained ownership of her pedagogical practice over time. The explicit formatting of the writing projects into structured stages, which involved feedback from the researcher and senior lecturer as well as rewriting, also made visible to this pre-service teacher the different performances of self (Kamler 1997).

This chapter is written in two parts. This has been done explicitly as a structuring tactic (Lather 1992b) to make visible the changes and contradictions involved in the construction of the subjectivities of the Secondary English pre-service teachers. Part one focuses on a detailed analysis of the open codes through the five stages of the writing projects. This emphasises the power of genre, which in this case is research as writing (Lee 1995/6, 1998), in making explicit through the various chapters and/or stages, the different 'performances of the self' (Kamler 1997, p.373).

Performance is viewed as 'a generative metaphor for exploring the ways in which particular performances of selves are constrained and organised by particular

contexts' (Kamler 1997, p.372). The writing projects in fact situate the text as body and the body as text (Grosz 1994; Kamler 1997). Part two involves the category of time playing a significant role in the conceptual ordering of experience of pre-service teachers (Britzman 1991). Dimensionalising the categories makes explicit the discursive stagings of knowledge (Britzman 1995) that pre-service teachers are subjected to in their construction of pedagogy and subjectivity.

Part one consists of five sections. Section 6.1 provides a justification for the implementation of the writing projects as a way of creating semiotic space for the Secondary English pre-service teachers (McWilliam 1993). It also positions genre as performance and views it as a productive site in the construction of subjectivity. Section 6.2 discusses the open coding of the second year data. Section 6.3 discusses and compares the five stages of the writing project through the open codes. Section 6.4 identifies some of the effects double visioning (Davies 1994) has on pre-service teachers' subjectivities and their initial assumptions of teaching. Section 6.5 concludes with a discussion on some of the changes which occurred to the Secondary English pre-service teachers' subjectivities in the first year of the research.

## 6.1 Constructing semiotic space

### 6.1.1 Justification of an interruptor strategy

This section provides the justification for the implementation of the writing projects as an interruptor strategy on subjectivity (McWilliam 1995) in the second year of the research. Constructing new forms of semiotic space for pre-service teachers is about '(re)constructing in the margins (or between the lines, or against the grain) of hegemonic discourses and in the interstices of institutions' (De Lauretis 1987, p.26). The construction of new forms of semiotic spaces is seen as critical to the production of new representational and interpretative resources for pre-service teachers in the production of their literate habitus (Bourdieu 1990).

The implementation of the writing projects as an interruptor strategy on subjectivity (McWilliam 1995) draws from the initial analysis of the first year data in the research which found that pre-service teachers are more interested in accommodating the practices and pedagogies of their colleague teachers and lecturers than building and constructing their own practices. This has been explicitly addressed in Chapter Five. The implementation of the writing projects,

through research as writing (Lee 1996, 1998), is part of the second stage of the research, which seeks to offer the research participants an opportunity to change their positioning towards the Bachelor of Teaching program and, more importantly, take ownership in the construction of their subjectivities and pedagogies.

This research sought to create semiotic space for pre-service teachers in the construction of their subjectivities. This is not, however, to be confused with simply handing the program over to the pre-service teachers (McWilliam 1993). Rather the research sought to provide a semiotic space for pre-service teachers to 'reconstruct their own understandings of what it is to teach and to learn' (McWilliam 1993, p.131). In addition, the research sought to construct spaces of constructed visibility and reflexivity (Lather 1993), which entails examining both the practical as well as the ideological.

This chapter analyses the open codes found through the five different stages of the Secondary English pre-service teachers' writing projects to make explicit the discursive changes (Fairclough 2001) that they exhibit in the construction of their subjectivities. The examination of these codes through these five stages makes explicit the multiple shifts in subjectivity that the Secondary English pre-service teachers experience. The research text functions as a disciplined text where, 'Each of the stages or chapters in the writing projects as a consequence becomes performances of the self' (Kamler 1997, p.373). As a result, the writing projects situate the text as body and the body as text (Grosz 1994; Kamler 1997).

The codes in the five stages explicitly represent how pre-service teachers are inscribed through their writing (Davies 1992). These stages in effect act as an interpretative frame for pre-service teachers to examine their subjectivities (Lather 1991a). They furthermore make explicit for pre-service teachers the conceptual ordering of their experiences (Britzman 1991) and the contradictions that emerge during these experiences. As Kamler argues, 'For without a way of making visible the contradictory ways we interact with students ..., it is difficult to envisage transformation' (1997, p.386).

The process of deconstructing and reconstructing subjectivity through the five stages of the writing projects makes transparent for the pre-service teachers how their knowledge is constructed and reconstructed in their process of becoming a teacher. Each of these stages makes visible the discursive stagings of knowledge

(Lather 1997) that the Secondary English pre-service teachers take up in their practice of becoming English/Literacy teachers. Knowledge is considered not fixed but changeable, contradictory and discursively structured (Lee 1997).

This thesis considers the self-examination of assumptions and the identification of contradictions in their knowledge construction through research as writing (Lee 1995/1996, 1998) as critical for Secondary English pre-service teachers in the construction of their literate habitus. As Kamler argues, 'I regard genres in a more dynamic sense as performance, as a site for the making of disciplined subjects and the production of habitus' (1997, p.372). Within the research, the writing projects develop as productive sites to investigate and redesign pedagogy for the pre-service teachers.

The writing projects represent both a representational and an interpretative resource for the Secondary pre-service teachers in their construction and design of their English/Literacy pedagogies. The writing projects as a representational resource allows the pre-service teachers to 'express the momentary focusing, condensation, of subjectivity, the response to the whole host of contingent social factors and past histories which accompany the making of the signs' (Kress 1996b, pp.22-23). Similarly, the writing projects allow space for pre-service teachers to construct interpretative resources (Davies 1994; Gilbert 1993a) to assist them in their understanding and teaching of their particular interest area.

## 6.2 Constructivist grounded theory

### 6.2.1 Open coding

Through an open coding process using constructivist grounded theory (Charmaz 2000; Charmaz & Mitchell 2002) codes emerged from the analysis of the researcher's journal notes, the writing projects of the Secondary English pre-service teachers, email correspondence and a survey. The analysis and examination of the codes took place over five distinct periods of time in the second year of the Bachelor of Teaching program, which closely corresponds with the five stages or chapters of the writing projects.

The data was examined in close detail to sensitise the researcher to the concepts in the data (Charmaz 2000). The coding process involved constructing and counting 142 codes from the researcher's journal notes, the writing projects, email

correspondence and a survey. These codes aimed to get meaning, not truth, from pre-service teachers' experiences (Charmaz 2000).

## 6.3 Five stages of the writing projects

### 6.3.1 Framing subjectivity

This section outlines the five separate stages of the writing projects and demonstrates the different ways pre-service teachers are positioned within each of these stages. Even though the open codes are represented or framed in the five different stages, they do not attempt to present the Secondary English pre-service teachers' construction of subjectivity as a fluid, smooth process but are open to contestation, contradiction and change.

### 6.3.2 Stage one

Table 15 represents the twenty-two codes that emerged from the first stage of the pre-service teachers' writing projects. This stage corresponds with the pre-service teachers' initial interest in defining an inquiry or question within their practice or within the English/Literacy classroom, which they seek to improve on. This initial inquiry into practice needed to be broad enough so that it can be addressed in any classroom, especially in relation to the third practicum and final internship practicum in the Bachelor of Teaching program. At this stage a considerable number of the pre-service teachers demonstrate enthusiasm in obtaining ownership of their projects which is represented by code 1 'Enthusiastic about ownership'.

Code 1, 'Enthusiastic about ownership', is significant as it represents a discursive shift in the pre-service teachers' positioning by embracing ownership rather than accommodation, which is a major discourse in their first year of teaching. Many of the pre-service teachers show enthusiasm for the ownership of their writing projects by collaborating with their peers, as represented in code 19, 'Collaborates with group'. Some of the pre-service teachers, however, seem more comfortable positioned as students and are apprehensive about choosing and writing about their own topics of inquiry – represented by code 3, 'Reluctant to choose own topic'. The research, however, through the implementation of an interruptor strategy (McWilliam 1995, p.61), seeks to deny pre-service teachers a comfort text in the 'hope of opening up possibilities for displaying complexities' (Lather 1997, p.252).

**Table 15: Stage one of writing projects**

<i>Codes emerging from stage one</i>	<i>Responses</i>
1. Enthusiastic about ownership	17
2. Believes project is fragmented	1
3. Reluctant to choose own topic	2
4. Searches for practical strategies	20
5. Recognises texts as binaries	9
6. Sees texts as truth	1
7. Endorses cultural heritage texts	5
8. Endorses media texts	5
9. Realises texts can be analysed with the four resources	1
10. Recognises texts can be analysed	1
11. Sees students as deficit in understanding of texts	4
12. Reluctant to edit own work	1
13. Examines research text for feedback	2
14. Concern that one theory will be limiting	2
15. Identifies with a theoretical position	10
16. Shows concern over assessment	17
17. Values inclusion of students with disabilities	24
18. Recognises group has different theoretical positions	9
19. Collaborates with group	23
20. Identifies as professional	4
21. Identifies as pre-service teacher	1
22. Positions as student	10

Code 4, ‘Searches for practical strategies’, is one of the predominant codes in stage one and is concerned with the pre-service teachers’ need to understand and search for practical teaching strategies. This needs discourse (McWilliam 1993) is reflected in the first year analysis, outlined in Chapter Five, which found that many pre-service teachers are interested in the pragmatics of teaching practice as well as expanding the limitations of their teaching practice. A limitation many of the pre-service teachers acknowledge in their pedagogies in stage one is knowledge on assessment issues – displayed by code 16, ‘Shows concern over assessment’. Also prominent here is code 17, ‘Values inclusion of students with disabilities’, which identifies pre-service teachers pre-occupation with viewing inclusion as disability rather than difference. Inclusion at this stage of their construction of subjectivity is viewed as a problem with students rather than an issue with pedagogy.

6.3.3 Stage two

Table 16 represents the twenty-nine codes found in the second stage of the writing projects. This stage involves a two-step process of pre-service teachers investigating their inquiry through a literature review in addition to collecting data



related to their issue on their third practicum. The third practicum confirms for pre-service teachers their limitations in knowledge on teaching strategies – represented by code 4, ‘Recognises strategies are important’. The second stage, however, becomes a critical realisation for pre-service teachers by the way students are positioned as deficit in the classroom from their observations on their third practicum which is represented by code 12 ‘Realises students are positioned as deficit’. During their first year of the Bachelor of Teaching program pre-service teachers viewed students as deficit rather than seeing students positioned as deficit in the classroom. This marks a slight shift in their positioning of students in their teaching which becomes more focused on student meaning making rather than student deficit.

**Table 16: Stage two of writing projects**

<i>Codes emerging from stage two</i>	<i>Responses</i>
1. Connects project to class	2
2. Disconnects project to class	3
3. Captured by school	5
4. Recognises strategies are important	16
5. Values explicit teaching	6
6. Implements critical writing strategies	1
7. Tries out practical strategies	3
8. Realises that texts are constructed	12
9. Endorses cultural heritage texts for dominant discourses	5
10. Recognises four resources as a strategy	7
11. Recognises four resources as a repertoire of practices	6
12. Realises students are positioned as deficit	10
13. Values students making meaning	8
14. Identifies students as deficit	1
15. Disagrees in discussion	6
16. Resists colleague teachers' comments and support	6
17. Values colleague teachers' comments and support	8
18. Resists the teaching of one theoretical position	11
19. Redefines and improves theoretical position	12
20. Finds a theoretical position to suit personality	6
21. Challenge to understand how one theory informs another	3
22. Endorses a psychological position	13
23. Identifies position with creativity	2
24. Recognises assessment must recognise difference	1
25. Negotiates assessment with students	1
26. Values a range of assessment practices	1
27. Realises that pedagogy must be inclusive	3
28. Interest in inclusion of all students	1
29. Passive in teacher role	3

The second stage serves as a critical point in pre-service teachers' positioning of their subjectivities and pedagogies. The literature review serves as a way of positioning them more authoritatively in their area of interest in relation to language and literacy teaching. Many take up critical literacy as their preferred theoretical position, yet, there is still a misunderstanding of how one theory can inform another such as critical literacy informing the teaching of skills. This is highlighted in code 18, 'Resists the teaching of one theoretical position', and code 21, 'Challenge to understand how one theory informs another'.

Some pre-service teachers, however, are more interested in finding a theoretical position that suits their personality – represented by code 20, 'Finds a theoretical position to suit their personality'. This code, in addition to code 22, 'Endorses psychological position', and code 23, 'Identifies position with creativity', shows that many pre-service teachers are positioned in a psychological discourse towards teaching, students and learning. Critical literacy at this stage is framed in a psychological rather than sociological framework.

#### 6.3.4 Stage three

Table 17 illustrates the twenty-six codes that emerged from the third stage of the writing projects. This stage emphasises the contestation and challenges to their pedagogical assumptions and plays a critical part in the redrafting of pedagogy and subjectivity. One of the pre-service teachers identifies this stage as 'the stumbling point' (Writing Project 2004), another calls it 'a stumbling block' (Writing Project 2004). This stage is renegotiated through discussion with the senior lecturer, the researcher and the pre-service teachers to be written as a redraft rather than redefinition as many of them need to readdress their initial inquiries. Several pre-service teachers find this stage frustrating. They have to either change or shift the focus of their writing projects when faced with the realisation that there are no perfect answers or instant solutions to their initial questions after gathering data on their third practicum, as represented by code 5 'Frustrated at finding no answers'.

The third stage makes visible pre-service teachers' humanistic vocabularies and assumptions about what is truth. Many believe that their initial assumptions of teaching are true but through the writing process discover that this is not the case. The writing process in effect demystifies their regimes of truth (Foucault 1980). Finding that their initial assumptions about teaching are open to contestation this

causes frustration and angst in the pre-service teachers. For instance, two pre-service teachers initially thought that cultural heritage texts such as Shakespeare are valued texts that should be endorsed in the classroom, and they could not understand students' resistance to such texts. After their third practicum they find that it is not the students who show the most resistance to the teaching of cultural heritage texts but their colleague teachers.

**Table 17: Stage three of writing projects**

<i>Codes emerging from stage three</i>	<i>Responses</i>
1. Motivated by ownership of project	11
2. Values pedagogy as transparent	17
3. Realises project is difficult	4
4. Reconstructs research text	21
5. Frustrated at finding no answers	6
6. Struggles with ownership	6
7. Resists project	5
8. Changes project and position	4
9. Resists reconstruction of text	5
10. Collaborates to construct resource	14
11. Critically evaluates own teaching strategies	1
12. Recognises texts position students	15
13. Shows students how to catch the text in the act of shaping	1
14. Values cultural heritage texts	5
15. Values texts which relate to real life	10
16. Realises analysis brought up questions of own practice	18
17. Examines and challenges own assumptions	1
18. Strives for student transformation	3
19. Interest in engaging students in learning	2
20. Identifies students as deficit	2
21. Uses hybrid theoretical position	2
22. Adopts a theoretical position	2
23. Collaborates with other colleague teachers to construct model	9
24. Recognises collaboration even though theories are different	6
25. Identifies as a beginning teacher	4
26. Identifies as a colleague teacher	1

The third stage serves as a critical nexus in the pre-service teachers' construction of subjectivity. It is concerned with making their writing projects and, in turn, their pedagogies, visible and open to being reworked. The process of rewriting means different performances of the self (Kamler 1997, p.373). It is about shaping the text and, consequently, the shaping of subjectivity. Davies maintains that, 'It involves finding a way to make the shaping process visible, to catch the text in the act of

shaping' (1993, pp.62-63). Making transparent their own pedagogies through the act of writing is valued by many of the pre-service teachers, which is represented by code 17, 'Values pedagogy as transparent'. Most of the pre-service teachers reconstruct and rewrite their research questions and texts at this stage, as highlighted by code 21, 'Reconstructs research text'. The third stage becomes the first indication for pre-service teachers in their re-thinking and revisioning of subjectivity (Luke & Gore 1992).

A significant feature of Stage Three is the joint construction of different planning resources by some of the groups to assist in their understanding of their writing projects. This is supported by code 10, 'Collaborates to construct resource'. The production of subjectivity is thus tied to notions of knowledge production (Green 2005). These resources represent the producing and meaning-making practices that these pre-service teachers construct in their efforts to understand their subjectivities. One of the writing groups constructs a resource for the teaching of genre in schools, involving four stages: recognising genres, mastering genres, critical analysis of genres and transforming genres. This group is particularly motivated in the ownership of their constructed resource. Another group develops a resource that relates to the teaching of cultural heritage texts and involves three stages: interacting with the text, decoding the text and understanding the text. One of the pre-service teachers, as part of a creative writing group, devises critical writing strategies when it becomes evident that the creative writing strategies she has taught on the third practicum are reproducing social norms and practices. This pre-service teacher remarks,

It became increasingly obvious that something was missing ... This something was perhaps best described as a question of a more critical and social nature. Such a question challenged the notion that writing was ever a "creative process". Inherent within this question was another challenge: was it enough to just simply engage students in the writing processes and products – or was it important to teacher students to critically construct and contest these same processes and products ... Therefore, the research focus became one of emancipation and social change. (Writing Project 2004)

Interestingly, this example highlights the shift in some of the pre-service teachers' thinking on their own teaching practices at this particular stage. This is evidenced in the realisation that there are questions of their own practice that need to be addressed rather than the initial focus on other colleague teachers' practices or students. The focus has shifted from a focus on others to a focus on self by

improving their own pedagogical practices. This represents a shift in not only viewing their pedagogy as text but also a text open to deconstruction. This stage is essentially about 'pedagogy must itself be a text' (Ulmer, cited in Lather 1992a, p.120). The texts and textual practices of the pre-service teachers become open to deconstruction and, in the process, reconstruction. This is represented by code 16, 'Realises analysis brought up questions of own practice', and code 17, 'Examines and challenges own assumptions'.

The third stage of the writing project uses Rowan's (2001) transformational analysis questions as a form of discursive interruption on pre-service teachers' pedagogies and subjectivities. The research text as a genre is a form of discursive practice (Kamler 1997) interrupted by the use of the discourse analysis questions. In effect, pre-service teachers are double visioning (Davies 1994) or double reading (Grosz 1989; Lather 1996, 2004) their practice. Rowan's (2001) transformational analysis questions makes visible to the pre-service teachers the multiple discourses in which they are contradictorily and inevitably caught up and offers them new representations to take up.

The discursive interruption to their pedagogical practice, however, finds some pre-service teachers struggling with ownership of their writing projects, as articulated in code 6, 'Struggles with ownership'. One pre-service teacher writes,

My writing project was initiated by the lecturer, but I did not accept it as being my own until I felt comfortable knowing that this indeed was an area that I was interested in and also was important to me. (Research Project 2004)

This comment relates to the pre-service teachers taking ownership of their practice instead of accommodating either the senior lecturer in the Secondary English course or their colleague teachers on their school practicum experiences. The first year discourse of accommodation, outlined in Chapter Five, is interrupted by the pre-service teachers' analysis of their own data and writing from their third practicum. It is about relocating the personal (Kamler 2001). This stage for many of the pre-service teachers is about examining and challenging their initial assumptions of teaching. As Arhar, Holly and Kasten (2001) argue,

As we examine underlying assumptions about learning and teaching (both our own assumptions and those of the institutions in which we work), we often find ourselves critiquing the beliefs, structures, and practices that get in the way of creating the quality of classroom life that we seek. (p.39)

The third stage, however, shows a number of pre-service teachers resistant to the interruption of their assumptions of their practice and to the reworking of their texts – represented by: code 7, ‘Resists project’; code 9, ‘Resists reconstruction of text’, and code 6, ‘Struggles with ownership’. This resistance is enmeshed in humanist presuppositions, which view the subject as ‘unique, fixed and coherent’ (Weedon 1987, p.32). These pre-service teachers are still positioned as students or student teachers and struggle to take ownership of their practice. Texts are viewed as truth not open to deconstruction; therefore their literacy practice, as a discursive and textual practice, is not open to deconstruction. As one pre-service teacher writes, ‘Much of the literature reviewed and the data collected from School Experience Three reflects my original conception of the proposal’ (Writing Project 2004). Subjectivity is thus deemed to be fixed and unchanging.

### 6.3.5 Stage four

Table 18 highlights the ten codes that emerged in stage four of the pre-service teachers’ writing projects, with the focal point being the demonstration of their evolving pedagogies. The data coded and analysed at this stage involved the research journal and the pre-service teachers’ writing projects, in particular their planning and assessment instruments. This stage is concerned with pre-service teachers demonstrating to their university peers their planning and assessment instruments for their subsequent Internship practicum, which addresses their research writing questions. This stage represents the writing process as performance (Saunders et al. 1999).

This stage furthermore relates to the relocation and decentering of power in the Secondary English classroom. The university classroom is positioned more as a workshop rather than classroom. The context of the workshop constrains and organises particular performances of selves (Kamler 1997; Threadgold 1997). The practices and performances of the pre-service teachers during their in-class group demonstrations ‘shapes the body and mind into pre-dispositions for behaviour as part of a larger group or corporate body’ (Kamler 1997, p.369). The relocation of power relates to the repositioning of their bodies in the classroom, where the body is seen as central to subjectivity (Grosz 1994, p. ix).

**Table 18: Stage four of the writing projects**

<i>Codes emerging from stage four</i>		<i>Responses</i>
1.	Collaborates to construct planning and assessment tools	25
2.	Values ideological over practical	1
3.	Bases planning and assessment on four resources	14
4.	Adopts analysis in own planning and assessment	15
5.	Uses hybrid theoretical approaches	4
6.	Constructs assessment and planning for inclusion	8
7.	Collaborates with colleagues	23
8.	Values feedback from colleagues	6
9.	Identifies as a colleague teacher	8
10.	Identifies as a student teacher	1

A critical feature of this stage is how pre-service teachers position themselves as colleague teachers by contributing productive feedback at each of the presentations. The presentations are seen as fundamental in constructing pre-service teachers' subjectivities through the dialogue and discussions that take place as a result of these presentations. As one pre-service teacher comments, 'I felt that every group in the class made superb presentations at this stage and I learnt a lot from my peers' (Survey 2004).

The main aim of this stage is the gradual removal of power, in the form of the senior lecturer, from the demonstrations. It becomes a process of 'decentering ... the transformative intellectual' (Aronowitz & Giroux 1985; Ellsworth 1989, 1992; Lather 1992a, p.127) and repositioning the pre-service teachers as experts in their different fields of expertise. It is about removing the binary set of relationships where one is a provider – the senior lecturer; and the other a user – the pre-service teachers (Lee 1997, p.73). Different relationships are constructed in the process whereby pre-service teachers become providers of knowledge to each other rather than positioned just as users. This is demonstrated by pre-service teachers positioning themselves as colleague teachers rather than as students, represented in code 7, 'Collaborates with colleagues'.

The collaboration of the pre-service teachers to jointly construct their planning and assessment instruments has the effect of bringing about two types of reflection: collaborative and communal. Collaborative reflection 'responds to the uncertainty by asking questions and seeking answers beyond oneself. Greater openness to understanding the perspectives of others moves ... beyond subjective experience

and particularity' (Rearick & Feldman 1999, p.336). This type of reflection is concerned with pre-service teachers discussing and reflecting on their research inquiries within their writing groups in order to construct a joint planning and assessment instrument to assist in solving their research issues, represented by code 1, 'Collaborates to construct planning and assessment tools', and code 7, 'Collaborates with colleagues'.

The presentations to the university class in this stage, additionally, have the effect of bringing about communal reflection. Communal reflection involves both reflections on the self in interaction with others as well as dialogue about actions, ideologies, and the development of society (Rearick & Feldman 1999). One pre-service teacher comments,

The informal discussions and debates during class helped me more than the assignment in refining my pedagogy! There is a sense of honesty during debate that is muted in an assignment. Debates allowed me to see both sides of the argument and if appropriate present my own views. (Survey 2004)

These comments demonstrate the importance of dialogue in bringing about reflection in pre-service teachers. Through dialogue with other pre-service teachers this has the potential to 'lead to a deeper self-understanding because one's interpretation of the situation in a school is also informed by others' interpretations' (Rearick & Feldman 1999, p.340). One result of this communal reflection has been the instigation of this form of reflection and discussion in one of the pre-service teachers' classes and school, when he writes,

Through the process of planning, assessment and discussions by both students and the teachers, students will come to realise that analysing media texts and the development of individual literacy skills will be thrown up as the information that is valued within the class. (Writing project 2004)

The result of valuing discussion with both students and colleague teachers has resulted in this particular pre-service teacher implementing a literacy skills program within a whole-school program. He writes,

The literacy support teacher was very interested in a program that I had seen implemented in another school and we decided that we would take it to the principal to see what his thoughts on introducing it to the Grade 7's would be. From here the program went to the staff meeting and was voted that it should be implemented. (Writing Project 2004)

Collaboration and discussion from the university class discussions assisted this pre-service teacher in taking up these practices within his own pedagogy. Another



pre-service teacher developed workshops as part of her efforts in developing critical writing habits in students. She writes, 'The most effective part of this process was the involvement in students' workshopping sessions with both the teacher and with each other in small and large class groups' (Writing Project 2004). Lastly, in reference to collaboration and dialogue, one pre-service teacher writes,

By including the school's Variety Night CD-ROM, the researcher recognises the significance of students and teachers working together on the same project and product. The students created the posters and the CD-ROM cover for sale with the school community in order that funds can be raised towards purchasing further equipment. (Writing Project 2004)

These examples illustrate how discursive practices, such as discussion, collaboration and dialogue are transferred and relocated into the pre-service teachers' classroom practices. Pre-service teachers are relocating their new constructions of self into the classrooms.

The use of dialogue in the university classroom is offered as a pedagogical strategy (Ellsworth 1989, 1992) to highlight the different theoretical positions pre-service teachers have towards their practice. Dialogue represented through group work and the presentations is seen as a collective struggle 'which starts from an acknowledgement that "unity" – interpersonal, personal, and political-is necessary, fragmentary, unstable, not given, but chosen and struggled for – but not on the basis of "sameness"' (Martin & Mohanty, cited in Ellsworth 1989, p.315).

By stage four the pre-service teachers as a class value feedback from their peers by being open in their struggle to understand their individual practices. Instances of issues discussed openly are: getting the wording right in a rubric; analysing their own practice to see if it assisted boys' learning; how one felt positioned by language in relation to English as a second language; and how they had changed their position in relation to creative writing. Rather than viewing dialogue as a unified construction, this research is concerned with making transparent how dialogue can position people in various subject positions (Ellsworth 1989). This is made transparent in the different subject positions pre-service teachers take up in their practice, represented by code 9, 'Identifies as a colleague teacher', and code 10, 'Identifies as a student teacher'.

A central feature of stage four of the writing projects for pre-service teachers is making transparent their teaching texts, such as the planning and assessment proformas, that they have constructed collaboratively in groups. One pre-service teacher writes,

This proforma makes planning as “text” more transparent and explicit. It allows the teacher to critically evaluate his or her valuing of certain teaching and learning strategies that may exclude or privilege people or practices. (Writing Project 2004)

This statement highlights the shift in the pre-service teachers’ thinking by viewing their teaching texts as open to deconstruction and critical inquiry, represented by code 4, ‘Adopts analysis in own planning and assessment’. Teaching strategies are now evaluated rather than just adopted. The critical evaluation of their teaching strategies shows that pre-service teachers have shifted in their practice, whereby strategies are now owned and analysed. It is about thinking of the consequences of ‘Other’ rather than just self. The writing projects have acted as a systematic, self-critical enquiry into practice (Cochran-Smith & Lytle 1993).

#### 6.3.6 Stage five

Stage five is the last stage that the pre-service teachers undertake as part of their writing projects. This stage, which emphasises the analysis of their practice on the last practicum in the Bachelor of Teaching program, involved the coding and analysis of the writing projects, email correspondence, research journal and survey. The analysis of this data brought up fifty-five codes (Table 19).

The fifth stage is essentially about the self-examination by pre-service teachers of their planning and assessment instruments to determine if these instruments addressed the initial research inquiry in their writing projects. This last stage serves to decentre and destabilise the initial assumptions that the pre-service teachers have about the teaching of English/Literacy. This has the effect of making the pre-service teachers think constantly against themselves (Jardine, cited in Lather 1995, p.303). The development of oppositional knowledge in pre-service teachers is necessary so that they can make their own knowledge problematic and, in turn, change critical thought into emancipatory action (Lather 1995).

**Table 19: Stage five of the writing projects**

<i>Codes emerging from stage five</i>	<i>Responses</i>
1. Reflects on own pedagogy	17
2. Crystallises own pedagogy	10
3. Values project as framework for continual improvement and change	11
4. Allows for ownership	5
5. Challenging but good	9
6. Resists project	4
7. Adapts planning and assessment strategies to class	17
8. Adapts model because of limitations	20
9. Collaborates with colleague teacher to devise strategies	4
10. Experiments with strategies	8
11. Constructs own strategies	3
12. Wants more practical strategies	5
13. Realises balance of theoretical position and teaching strategies	2
14. Realises students can construct their own texts	5
15. Finds different ways to interact with texts	5
16. Encourages students to form own opinion of texts	4
17. Realises own choice of texts excludes	1
18. Interest incorporating texts that relate to student's lives	12
19. Utilises four resources framework	2
20. Examines and challenges own assumptions	17
21. Values student relationships in learning	13
22. Realises students need for assistance is a defining characteristic	1
23. Recognises students challenged own theory	1
24. Resists assessment form	7
25. Resists colleague teachers' comments	8
26. Lack of collaboration with colleague teacher	4
27. Values assessment over feedback	1
28. Complains over no connection with supervisors	4
29. Challenging giving students feedback	2
30. Values colleague teachers' comments and support in feedback and strategies	13
31. Values written feedback	6
32. Values reworking projects	6
33. Active in wanting feedback	5
34. Makes transparent changes to practice	5
35. Values whole class feedback	7
36. Concern that one theory will not work	1
37. Values critical literacy	13
38. Constructs a hybrid position	4
39. Introduces position slowly	6
40. Challenge to understand how one theory informs another	1

(continued over)

**Table 19 continued**

41. Redefines and improves theoretical position	1
42. Challenging giving feedback for assessment	2
43. Gives feedback as assessment	10
44. Realises own assessment biases	2
45. Makes assessment clear and public	7
46. Values student feedback	3
47. Realises own practices excluded students	11
48. Collaborates with students in their learning	11
49. Recognises collaboration even though theories are different	2
50. Positioned as student	10
51. Passive in teacher role	6
52. Positioned as expert colleagues	12
53. Positioned as teachers	6
54. Positioned as colleague teachers	4
55. Positioned as student teachers	6

The writing projects as a writing process and practice enable the pre-service teachers to look at their own knowledge problematically. This oppositional knowledge is articulated in: code 1, 'Reflects on own pedagogy'; code 8, 'Adapts model because of limitations'; code 20, 'Examines and challenges own assumptions'; code 11, 'Values project as framework for continual improvement and change'; code 17, 'Realises own choice of texts excludes'; code 32, 'Values reworking projects'; code 34, 'Made transparent changes to practice'; and code 47, 'Realises own practices excluded students'. One pre-service teacher writes,

Such data collection and analysis was valuable because teachers cannot afford to read the critical only in terms of the texts of other – they must also be prepared to “read” themselves and the planning and assessment decisions they make, seeing themselves as learners alongside students. (Writing Project 2004)

The act of reading themselves as texts open to analysis and reconstruction is evident in the fifth stage of the writing projects. Many of the pre-service teachers' initial assumptions are deconstructed and challenged. One pre-service teacher writes,

The teaching practices of the teacher betray evidences of cultural exclusion within the classroom ... This is particularly interesting as the teacher designed, taught, and assessed material expressly for the purposes of promoting student inclusion ... Similarly, examples of teacher control over student behaviour also attest to the use of positivist teaching approaches. (Writing Project 2004)

This example demonstrates how one of the pre-service teachers double visioned her practice (Davies 1994), comparing her initial assumptions of inclusion with her findings and, in the process, making visible the contradictions in her practice. Contradictions, however, are seen as invaluable (Amirault 1995). Contradictions serve not only as a site of struggle, of negotiation, but also the production of new meanings (Cranny-Francis 1990).

## 6.4 Double visioning pedagogy

### 6.4.1 Effects of double visioning

This section discusses some of the effects double visioning (Davies 1994) has on the pre-service teachers' subjectivities and pedagogies. It also outlines the effects double visioning has on students' learning and positioning, how knowledge is constructed and how pre-service teachers change their view on subjectivity.

The detailed examination of the five stages of the writing projects, in particular, stage five, demonstrates how the Secondary English pre-service teachers double visioned their pedagogical practices. Davies (1994) believes that it is important to double vision as,

it reveals the way in which we can hold intact the idea of maleness and femaleness as binary opposites, even recognise ourselves in that division, at the same time as we can enumerate many examples of transgressions, movement outside the binary division. (p.9)

One of the effects of subjectification on the pre-service teachers is the ability to double vision (Davies 1994) or double read (Grosz 1989; Lather 1996, 2004) their practice. This is about revealing their binary opposites or contradictions and recognising in themselves this division, but also shifting from this division (Davies 1994). Poststructuralist theory recognises that it is possible to view the multiple discourses in which everyone is inevitably and contradictorily caught up (Davies 1994). One of the pre-service teachers eloquently puts it,

These planning and assessment tools reflect the changes that have occurred in the teacher's pedagogy over the past two years. He initially saw the teaching of cultural heritage texts as being a one-way process where the teacher did most of the communication, transmitting the knowledge to the students and the students would passively receive and arguably learn this information, very much a one way transmission ... He has come to realise that each and every student that enters into the classroom and comes in contact with what is being taught will

perceive it differently and that those perceptions are no less valid than his or anyone else's. (Writing Project 2004)

This example from the preservice teacher illustrates the importance of stage five in putting these binaries 'under erasure' (Davies 1994; Derrida 1976). Davies argues, 'It is about disrupting and deconstructing the binarisms through which we structure our knowledge of ourselves and the social world (1994, p.47). It is also about putting under erasure pre-service teachers' accommodation discourses, which they endorsed in their first year of the program, as articulated in Chapter Five.

Table 20 presents the pre-service teachers' contradictions that emerged in their fifth stage of the writing projects. It illustrates how the writing projects acted as a process of subjectification on the pre-service teachers' pedagogies. As Davies (1994) argues,

It is possible for each of us as teachers and students to research the process of subjectification in order to see its effect on us and on the learning environments we collaboratively produce. (p.3)

**Table 20: Identifying the binaries in stage five of the writing projects**

<b><i>Contradictory binaries in stage five</i></b>	
Teaching texts is a one way process	<i>Texts need to be read in different ways</i>
Writing is a creative process	<i>Writing needs to be critical not creative</i>
Teaching skills are important	<i>Did not teach skills</i>
Expose dominant discourses	<i>Endorse dominant discourses</i>
Values inclusion	<i>Did not teach inclusively</i>
Boys are behind in literacy learning	<i>Redefines what it means to be masculine</i>
One assessment model is inclusive	<i>Need a range of assessment models</i>
Boys are behind in literacy learning	<i>Individual students do not fit a pre-conceived mould</i>
Endorses critical literacy	<i>Did not teach critical literacy</i>
Values inclusion	<i>Ignored good students and inclusion is a defining characteristic</i>
Texts should focus on real life for inclusion	<i>Identifies own resistance to canonical texts, excluded good students and English as a Second Language students</i>
Skills have been ignored	<i>One theory can inform another</i>
Endorses critical literacy for inclusion	<i>Own group planning was not inclusive</i>
Endorses teaching functional skills	<i>Did not teach functional skills to English as a Second Language students and students struggling in literacy</i>
Give students choice in assessment for inclusion	<i>Limit student choice in assessment for inclusion</i>
Endorses skills in reading	<i>Resists teaching skills in reading</i>
Own resistance to teacher control	<i>Negotiates student assessment</i>

An example of the process of subjectification is when number of pre-service teachers initially endorsed the teaching of certain theoretical positions in English/Literacy, such as critical literacy and the importance of inclusion in their first year of teaching. These pre-service teachers, however, are not even aware they had been in the accommodation discourse until they had analysed their own teaching practices. They were in effect taking off the blindfold which was the result of the humanistic vocabularies constricting them from seeing other readings or visions to their practices.

A major contribution to pre-service teachers problematising their knowledge is the response by students to their teaching while on their final practicum. Many pre-service teachers change and adapt their planning and assessment instruments because of their students, which is represented by code 7, 'Adapts planning and assessment strategies to class'; code 20, 'Adapts model because of limitations', and code 23, 'Recognises students challenged own theory'. A shift in subjectivity occurs in the pre-service teachers' practice where the adaptation or accommodation to practice is to students rather than to colleague teachers and lecturers. Students become the focus of their pedagogies, rather than their initial focus on positioning themselves as good students as they had done in the first year of the research. For instance, one pre-service teacher writes,

The tools that are to be used on Internship reflect this shift in his pedagogy by heavily focusing on student learning in order to gauge some possible teaching strategies that will help to bring alive the cultural heritage texts he intends to introduce into the English classroom. (Writing Project 2004)

This example illustrates the prominent role that students themselves had in developing pre-service teachers' pedagogies. In a way they became the response data which Lather defines as, 'We need other people to make us think' (1996, p.534). This occurs in such instances as English as a second language students needing assistance; students liking cultural heritage texts; students being picked on after the use of inclusive practices and students gaining ownership when assessment is made explicit. This is identified in: code 22, 'Realises students need for assistance is a defining characteristic'; code 23, 'Recognises students challenged own theory', and code 47, 'Realises own practices excluded students'.

The first year data of pre-service teachers' responses outlined in Chapter Five shows how resistant pre-service teachers are to students and this has now changed

to a more positive outcome. This is supported by code 21, 'Values student relationships in learning', and code 48, 'Collaborates with students in their learning'. As one pre-service teacher writes, 'The change that has occurred throughout this research paper from a teacher-centric understanding towards something student-centric and team driven, is a fundamental change in understanding' (Writing Project 2004). This illustrates how collaboration in learning is crucial for students, pre-service teachers, colleague teachers and lecturers. This is about viewing teacher education as a learning problem rather than as a teaching problem (Cochran-Smith 2004).

The students' actions highlighted to pre-service teachers the changes that they needed to make to their teaching practice to improve student learning. One pre-service teacher puts it succinctly, 'I would be consulting with my students in regards to what they considered important to learn' (Writing Project 2004). The critical dissonance paradigm present in the first-year discourses has been replaced by a collaborative resonance paradigm (Cochran-Smith 2004).

Finally, stage five makes visible how pre-service teachers view limitations in their practice, supported by code 7, 'Adapts planning and assessment strategies to class', and code 8, 'Adapts model because of limitations'. This is concerned with pre-service teachers reconstructing their own strategies and practices to fit the context of the class. It is about taking ownership of their theoretical positions, models and strategies and taking action to change these to improve learning. Ownership rather than accommodation is now valued. Limitations in their practice are now reconstructed, reassembled and redefined. The pre-service teachers are thus becoming bricoleurs of their own practice (Honan 2004). A bricoleur is defined as '... someone who draws on a variety of resources around them to create a meaningful assemblage of practices' (Honan 2004, p.37).

## 6.5 Conclusion

This chapter has clearly made visible the changes and contradictions in the subjectivities and pedagogies of the pre-service teachers during their writing projects. A significant change is in how pre-service teachers view knowledge, in particular, self-knowledge. Knowledge is now positioned as changeable, dialectical, collaborative, and oppositional. Another change made explicit through this chapter is the way that the pre-service teachers position students. Students are



no longer positioned as deficit; rather, they are instrumental in providing feedback on pedagogy. Finally, the writing projects make visible to pre-service teachers the changes and contradictions in their own pedagogical practices. The open coding of the writing projects clearly demonstrates through the different stages/chapters how the pre-service teachers showed different performances of the self (Kamler 1997).

Pedagogy is no longer viewed as a fixed entity but open to continual reflection, challenges and refinement. Pedagogy has become a bricolage of practices (Honan 2004). Subjectivity has for many of the pre-service teachers changed from

a romantic view of the self as unchanging, authentic essence to self as a conjunction of diversion social practices produced and positioned, socially, without an underlying essence... while all this decentering and destabilising of fundamental categories gets dizzying, such a relational, non-reductionist way of making sense of the world asks us to think constantly against [ourselves] as we struggle toward ways of knowing which engage us in the pressing need to turn critical thought into emancipatory action. (Jardine, cited in Lather 1995, p.303)

Part Two of this chapter focuses on the analysis of the sixteen categories and three discourses constructed from the 142 open codes discussed in Part One. A critical feature of Part Two is the dimensionalisation of the categories to demonstrate time as a discursive site of struggle (Britzman 2000). This last part of Chapter Six further demonstrates the effects that these powerful, dominant discourses in this particular teacher education site have on pre-service teachers' subjectivities and pedagogies. These effects have consequences in how pre-service teachers position themselves to read their pedagogies 'against the grain' (Cochran-Smith 1991, 2004; Cochran-Smith & Lytle 1993; Davies 1992; De Lauretis 1987; Giroux 1992; Taylor 1995).

## CHAPTER 6

### PART 2

# Time as a discursive site of struggle

## Introduction

*Researcher:* How did you find the format of the assignment spread over the entire year?

*Pre-service Teacher A:* The format of the assignment is good in that it allows for change and I don't really think an assignment like this could be done over the course of only one semester and therefore one prac. After internship you can reflect on how you have changed over the course of a year. This assignment has played a critical role in that process for me.

*Pre-service Teacher B:* Frustrating!

*Pre-service Teacher C:* I really loved this assignment. I was really excited/passionate/inspired by doing my own research in an area of my interest. (Survey 2004)

This extract is from a survey undertaken by the Secondary English pre-service teachers after their last practicum experience. The extract reflects three entirely different responses to the same question and the different discursive positions that these pre-service teachers have positioned themselves in. Pre-service Teacher A views time as a way of conceptually ordering his experience of becoming a professional teacher and is able to reflect on the changes to his pedagogy. Pre-service Teacher B, on the other hand, is very resistant towards the format of the assignment spread over the entire year. The response from Pre-Service Teacher A demonstrates how he has taken ownership of his pedagogical practice, whilst the response from Pre-Service Teacher B demonstrates a dislocation from his pedagogical practice. This particular pre-service teacher revealed he did not like the format of the assignment when he commented further, 'The assignment seemed artificial and divorced from the wider conversation of pedagogy' (Survey 2004). The response from Pre-service Teacher C demonstrates not only ownership of her pedagogical practice but the writing project also became more of a postmodern text over time, which positions her in a discourse of desire rather than needs.

Part One of this chapter discussed in detail the codes that emerged through an open coding process using constructivist grounded theory (Charmaz 2000; Charmaz & Mitchell 2002). Part Two continues the coding process using axial coding, a dimensional profile (Charmaz 2000) and a discourse analysis (Fairclough 2001; Lee 2000; Taylor 2001) of the data. Part Two consists of five sections. Section 6.6 gives an overview of the axial coding process (Charmaz 2000) used to refine and further categorise the 142 codes which emerged in the open coding process discussed in Part One. Section 6.7 positions the dimensional profile as a critical feature of the analysis in demonstrating the category of time. Time is represented within this research as a discursive site of struggle (Britzman 2000). Section 6.8 details the construction of three discourses that emerged from the close, comparative analysis of the data. Section 6.9 examines the displacement of binarisms in the Secondary English pre-service teachers' initial assumptions of teaching, and 6.10 concludes with a discussion on how time becomes a discursive site of struggle.

## 6.6 Axial coding

### 6.6.1 Construction of categories

This section outlines the sixteen categories found from the close analysis of the 142 open codes that emerged in the reading of the data collected from the second year of the research. The open coding process allowed the research to begin to organise and understand Secondary English pre-service teachers' discursive experiences in undertaking the writing projects which were constructed to interrupt/displace, inform and reconstruct their subjectivities.

The codes that resulted from this initial open coding process, further assist Part Two of this chapter, which emphasises an axial coding process, a dimensional profile (Charmaz 2000) of these codes and categories, and the construction of discourses (Fairclough 2001). The 142 codes identified were further refined into categories. Sixteen categories emerged from the close analysis of these codes:

1. Endorses ownership of project
2. Resists ownership of project
3. Values practical strategies
4. Recognises importance of texts
5. Values certain types of texts
6. Acknowledges usefulness of four resources
7. Recognises texts can be analysed for gaps
8. Positions students in learning

9. Opposes feedback on pedagogy
10. Values feedback on pedagogy
11. Concern that one theory will be limiting
12. Identifies with a theoretical position
13. Shows concern over assessment
14. Values inclusion of students
15. Recognises colleague contribution
16. Positions themselves in practice

## 6.7 Dimensional profile

### 6.7.1 Dimensionalising the categories

This section gives a detailed comparative analysis of the sixteen categories found in the axial coding process through the use of a dimensional profile (Charmaz 2000). Dimensionalising the codes and categories over the course of the second year of the research demonstrates the significance of time as a critical category in pre-service teachers' understanding of the changes and contradictions to their pedagogical practice and subjectivities.

After the axial coding process, the data is displayed in a dimensional profile (Charmaz 2000). Similar to the application of the dimensional profile (Charmaz 2000) in Chapter Four and Chapter Five, the codes are placed across categories 'to fight the tendency for categories to congeal' (Lather 2004, p.205) and draw attention to how the codes are flexible and open to change. Table 21 (pp.185-187) illustrates the concept of dimensionality in the treatment of the sixteen categories that emerged from the close reading of the research journal, the writing projects and a final survey in the second year of the Bachelor of Teaching program.

Dimensionalising pre-service teachers' experiences involves the concept of time. Time is deemed a critical category in conceptually ordering the experience of pre-service teachers' construction of subjectivity (Britzman 1991). Stage one in the dimensional profile represents the first few weeks of the second year of the Bachelor of Teaching program when pre-service teachers are organising their inquiries into practice. Stage two represents a four-week period which coincides with their third practicum. Stages three and four represents the three-month period in between the two practicum experiences that occurs in the university classroom. Stage five coincides with the pre-service teachers' experiences on their last seven-week practicum. Applying poststructuralist theory to the dimensional profile

allows one to ‘rethink the very category of time-time itself had become a discursive site of struggle’ (Britzman 2000, p.33).

Table 21 has also been divided into five main columns which represent the five stages of the writing projects undertaken by the Secondary English pre-service teachers in their final year of the Bachelor of Teaching program. Table 21 is constructed in such a way that it can be read diagonally as well as vertically. This explicitly makes visible the discursive stagings of knowledge (Britzman 1995) that the pre-service teachers are subjected to in the construction of their subjectivities and pedagogies. Table 21 also displays the multiple subject positions people can occupy (Bloom 1998). Each of the sixteen categories is displayed vertically in the first column and their associated subcategories or codes which relate to them are displayed diagonally across the dimensional profile. Each of the categories is discussed in detail across the dimensional profile to represent the fluidity and changeability these categories represent in the construction of pre-service teachers’ subjectivities.

### 6.7.2 Comparison of categories

In Table 21, the first category, ‘Endorses ownership of project’, concerns pre-service teachers’ endorsement and ownership of their writing projects. Stage one demonstrates how most of the pre-service teachers are enthusiastic about owning their own research inquiries. Many show interest in developing practical strategies for teaching, which is reflected in the discourse of limitations within the first year data analysis.

Many of the pre-service teachers are pedagogically captured (Van Manen 1990, 1997) in Stage two when they seem more interested in developing their school practice instead of investigating their issues. This stage features them abandoning and disowning their writing projects. By Stage three most of the pre-service teachers redefine their issues and reconstruct their projects to fit their shift in focus, and this works to regain ownership of their practice. Stage three is both difficult and challenging for pre-service teachers because it makes transparent to them their pedagogies and the refinements that they need to make. Stage five is about assembling, reassembling and reconstructing their pedagogies through reflection and continual refinement and improvement.

**Table 21: Dimensional profile of second-year data**

Category	Stage one		Stage two		Stage three		Stage four		Stage five	
Endorses ownership of project	Enthusiastic about ownership	17	Connects project to class	2	Motivated by ownership of project	11			Reflects on own pedagogy	17
					Values pedagogy as transparent	17			Crystallises own pedagogy	10
					Realises project is difficult	4			Values project as framework for continual improvement and change	11
					Reconstructs research text	21			Allows for ownership	5
									Challenging but good	9
Resists ownership of project	Believes project is fragmented Reluctant to choose own topic	1 2	Disconnects project to class Captured by school	3 5	Frustrated at finding no answers	6			Resists project	4
					Struggles with ownership	6				
					Resists project	5				
					Changes project & position	4				
					Resists reconstruction of text	5				
Values practical strategies	Searches for practical strategies	20	Recognises strategies are important Values explicit teaching Implements critical writing strategies Tries out practical strategies	16 6 1 3	Collaborates to construct model	14	Collaborates to construct planning and assessment tools Values ideological over practical	25 1	Adapts planning and assessment strategies to class	17
					Critically evaluates own teaching strategies	1			Adapts model because of limitations	20
									Collaborates with colleague teacher to devise strategies	4
									Experiments with strategies	8
									Constructs own strategies	5
Recognises importance of texts	Recognises texts as binaries Sees texts as truth	9 1	Realises that texts are constructed	12	Recognises texts position students	15			Realises students can construct their own texts	5
					Shows students how to catch the text in the act of shaping	1			Finds different ways to interact with texts	5
									Encourages students to form own opinion of texts	4
									Realises own choice of texts excludes	1
Values certain types of texts	Endorses cultural heritage texts Endorses media texts	5 5	Endorses cultural heritage texts for dominant discourses	5	Values cultural heritage texts	5			Interest incorporating texts that relate to students' lives	12
					Values texts which relate to real life	10				
Acknowledges usefulness of four resources	Realises texts can be analysed with the four resources	1	Recognises four resources as a strategy	7			Bases planning and assessment on four resources	14	Utilises four resources framework	2
			Recognises four resources as a repertoire of practices	6						

Table 21 Continued: Dimensional profile of second-year data

Category	Stage one	Stage two	Stage three	Stage four	Stage five
Recognises texts can be analysed for gaps	Recognises texts can be analysed 1		Realises analysis brought up questions of own practice Examines and challenges own assumptions 10 1	Adopts analysis in own planning and assessment 15	Examines and challenges own assumptions 17
Positioning students in learning	Sees students as deficit in understanding of texts 4	Realises students are positioned as deficit Values students making meaning Identifies students as deficit 10 8 1	Strives for student transformation Interest in engaging students in learning Identifies students as deficit 3 2 2		Values student relationships in learning Realises students need for assistance is a defining characteristic Recognises students challenged own theory 13 1 1
Opposes feedback on pedagogy	Reluctant to edit own work 1	Disagrees in discussion Resists colleague teachers' comments 6 6			Resists assessment form Resists colleague teachers' comments Lack of collaboration with colleague teacher Values assessment over feedback Complains over no connection with supervisors Challenging giving students feedback 7 8 4 1 4 2
Opposes feedback on pedagogy	Reluctant to edit own work 1	Disagrees in discussion Resists colleague teachers' comments 6 6			Resists assessment form Resists colleague teachers' comments Lack of collaboration with colleague teacher Values assessment over feedback Complains over no connection with supervisors Challenging giving students feedback 7 8 4 1 4 2
Values feedback on pedagogy	Examines research text for feedback 2	Values colleague teachers' comments and support 8			Values colleague teachers' comments and support in feedback and strategies Values written feedback Values reworking projects Active in wanting feedback Made transparent changes to practice Values whole class feedback 13 6 6 5 5 7
Concern that one theory will be limiting	Concern that one theory will be limiting 2	Resists the teaching of one theoretical position 11	Uses hybrid theoretical position Adopts a theoretical position 2 2	Uses hybrid theoretical approaches 4	Concern that one theory will not work 1

Table 21 Continued: Dimensional profile of second-year data

Category	Stage one		Stage two		Stage three		Stage four		Stage five	
Identifies with a theoretical position	Identifies with a theoretical position	10	Redefines and improves theoretical position	12					Values critical literacy	13
			Finds a theoretical position to suit personality						Constructs a hybrid position	4
			Challenge to understand how one theory informs another	6					Introduces position slowly	6
			Endorses a psychological position	3					Challenge to understand how one theory informs another	1
			Identifies position with creativity						Redefines and improves theoretical position	1
Shows concern over assessment	Shows concern over assessment	17		13						
				2						
			Recognises assessment must recognise difference	1					Challenging giving feedback for assessment	2
			Negotiates assessment with students	1					Gives feedback as assessment	10
			Values a range of assessment practices	1					Realises own assessment biases	2
Values inclusion of students	Values inclusion of students with disabilities	24							Makes assessment clear and public	7
									Values student feedback	3
			Realises that pedagogy must be inclusive	3					Realises own practices excluded students	11
			Interest in inclusion of all students						Collaborates with students in their learning	11
				1						
Recognises colleague contribution	Recognises group has different theoretical positions	9							Recognises collaboration even though theories are different	2
			Collaborates with group	23						
Positions themselves in practice	Identifies as professional	4								
			Passive in teacher role	3					Positioned as student	10
									Passive in teacher role	6
									Positioned as expert colleagues	12
									Positioned as teachers	6
	Identifies as pre-service teacher	1							Positioned as colleague teachers	4
									Positioned as student teacher	6
	Positions as student	10								
	Identifies as a beginning teacher	4								
	Identifies as a colleague teacher	1								
	Identifies as a colleague teacher	1								
	Identifies as a student teacher	1								
	Identifies as a student teacher	1								



The second category, 'Resists ownership of project', is about pre-service teachers who resist gaining ownership of their practice. This category illustrates how some of the pre-service teachers are still positioned as students. These pre-service teachers see subjectivity as fixed and not open to reconstruction or contestation. Knowledge is seen as truth rather than as partial and fragmented. Stage two represents resistance to the writing projects by disconnecting the project to the class and by being pedagogically captured (Van Manen 1990, 1997) by their practicum experience. During this time these pre-service teachers take up the position of student teacher rather than teacher and do not actively seek out answers to their research issues in their classrooms.

Stage three depicts the responses from a few pre-service teachers who struggle to take up ownership of their projects when they realise that they have to rewrite and reconstruct them. Some resist reconstruction by not taking on feedback to improve their writing projects. The fifth stage of the writing projects shows how four pre-service teachers resist the writing projects in a number of ways. One pre-service teacher reads only two theoretical texts for the writing project and argues against the social construction of texts, and three of the pre-service teachers do not finish the Bachelor of Teaching program.

The third category, 'Values practical strategies', becomes the main focus of the pre-service teachers in the second year of the program. Many pre-service teachers are searching for the 'best practice' strategies in the first stage of the writing projects. This is reinforced by the second stage when they realise that they are limited in their repertoire of practical strategies while on their third practicum. This period represents the beginning of their experimentation of various teaching strategies. For instance, one pre-service teacher implements critical writing strategies into her classroom with some success. By stage three, however, some of the pre-service teachers realise that they need to construct interpretative resources to frame these teaching strategies. This stage serves as the first indication of pre-service teachers constructing their own strategies to fit their evolving pedagogies.

Stage four represents pre-service teachers working collaboratively to construct their own planning and assessment tools. Only one pre-service teacher at this stage realises that she values the improvement of her ideological practice over the development of her pragmatic practice. Stage five illustrates many of the pre-

service teachers taking up ownership of their planning and assessment tools and making revisions to their constructed resources. This stage is concerned with improving pedagogy rather than focusing on student deficit as they had in the first year of the research.

Some pre-service teachers at this stage collaborate with their colleague teachers to devise strategies in their efforts to enhance student learning. These pre-service teachers with the support of their colleague teachers implement their new teaching strategies and resources on their final practicum. Such instances include the implementation of critical writing workshops for a class; the implementation of a whole-school spelling program; the implementation of an inclusive plan for a class; and the development and sale of CD-ROMs with students to contribute to school funding.

Stage five illustrates how only two pre-service teachers come to the realisation that there is an inextricable link between theory and practice. As one pre-service teacher explains, 'As this writing project demonstrates, it is impossible to form a separation between theory and practice – the two are inevitably intertwined' (Writing Project 2004).

The fourth category 'Recognises importance of texts' demonstrates pre-service teachers' responses to valuing the teaching of texts in an English/Literacy classroom. In the first stage of the writing project many of the pre-service teachers value texts as a necessary feature of being an English/Literacy teacher. The assumption is that they choose the texts that they find interesting, rather than including students in their decision-making. Texts are also valued as canons of literature that should not be deconstructed. Stage two highlights how many pre-service teachers realise that texts are socially constructed when they position themselves in their literature review. Stage three shows how pre-service teachers' observations on their third practicum make them realise how texts position students. One pre-service teacher demonstrates through critical writing strategies how students can construct their own texts.

Stage five becomes more student-centred in the pre-service teachers' approach by including students in the teaching of texts through offering different ways of interacting with texts, by encouraging students to form their own opinions of texts

and construct their own texts. One pre-service teacher realises at this stage that she excludes students in her choice of texts.

The fifth category, 'Values certain types of texts', demonstrates pre-service teachers' preoccupation in valuing certain texts as a pre-requisite for the teaching of English/Literacy. Some pre-service teachers value and endorse the teaching of cultural heritage texts, such as Shakespeare, whereas some value real life texts such as media texts. Through the second and third stages there seems to be the same interest in these texts, however, more pre-service teachers endorse texts for real life. By stage five the types of texts that pre-service teachers endorse are those that relate not to real life but to the interests and lives of their students in their classrooms. Texts chosen by the pre-service teachers at this stage take into consideration the students' interests rather than their own vested interests. One pre-service teacher encouraged students to bring in their own texts. She writes, 'Some students were able to bring their own texts (e.g. the Spiderman movie and Tin-Tin comics) and present these to the class in relation to the theme' (Writing Project 2004).

The sixth category, 'Acknowledges usefulness of four resources', concerns the teaching of the four resources (Luke & Freebody 1997, 2003). Many pre-service teachers display confusion with its application in stage one and struggle to apply the four resources to their own practices. Stage two illustrates how some pre-service teachers view the four resources as a teaching strategy; whereas others see it as a repertoire of practices. Many of the pre-service teachers, however, find this resource useful in the construction of their planning and assessment tools. Some utilise this pedagogical framework in their teaching on their last practicum.

The seventh category, 'Recognises texts can be analysed for gaps', relates to the use of discourse analysis questions to interrupt a text (Rowan 2001). The first stage demonstrates some recognition that texts can be analysed for difference. It is not until stage three, however, that many of the pre-service teachers realise that their own pedagogies can be read as texts. Interrupting their initial assumptions of teaching by using the Rowan (2001) transformational analysis questions makes many pre-service teachers question their own teaching practice and their own interpretative frames. Van Manen puts it succinctly, 'Our interpretative frame seems to account for our perceptiveness as well as for our blindness' (1999, p.18). One of the pre-service teachers takes this self-analysis as a challenge to her

practice by renaming her writing project, 'Contesting the Creative', which is about her contestation of practice on whether creative writing is a natural process or a constructed practice.

Stage four demonstrates how many of the pre-service teachers adapt the Rowan (2001) questions to their planning and assessment tools. One pre-service teacher writes that the adaptation of the Rowan (2001) questions is done to 'make planning as a contested text much more transparent and explicit' (Writing Project 2004). Stage five concerns pre-service teachers reanalysing their practice on their last practicum and in the process challenging their initial assumptions of teaching.

The eighth category, 'Positioning students in learning', shows a dramatic change in pre-service teachers' view of school students. In the first few stages students are positioned as deficit, but there is also the realisation that students are positioned as deficit by colleague teachers on their third practicum. By stage three there is more interest in engaging and transforming students rather than viewing them as deficit. In stage five many pre-service teachers realise that developing student relationships is critical to student learning and that the students can actively contribute to their developing pedagogies. There is the realisation that as teachers they can also learn from students and therefore position students differently and more equitably. As one of the pre-service teachers comments, 'I learnt that I can learn a great deal from the students and one can never over emphasise the importance of a good rapport with students' (Survey 2004).

The ninth category, 'Opposes feedback on pedagogy', is about resistance to certain types of feedback. In the first stage, there is some reluctance by pre-service teachers to receiving written feedback on their writing projects from the senior lecturer and researcher. A few of the pre-service teachers still position themselves as students and prefer to work individually rather than collaboratively on their writing projects. Stage two illustrates the disagreements some pre-service teachers have in discussions in the university classroom. These discussions demonstrate the differences in the values of the pre-service teachers, such as the issue of punctuality and whether it is about inclusion, differences in setting up the classrooms and dissension over a teaching strategy called values clarification.

The third practicum highlights the role colleague teachers' play in giving constructive feedback. When the colleague teacher is unsupportive the pre-service

teachers remain passive, positioned more as student than teacher. One pre-service teacher acknowledges, 'My obligation to complete the learning sequence and disinterest shown by my colleague teacher towards my research inquiry made it difficult for me to implement my planning tool as intended' (Writing Project 2004). Stage Five emphasises the resistance to the university assessment form that colleague teachers fill in at the end of the pre-service teachers' practicum experiences.

Many pre-service teachers resist the assessment form as it positions them as students and not as colleague teachers in relation to their own colleague teachers and it does not allow for supportive and ongoing feedback. Assessment is summative rather than formative. The assessment form positions pre-service teachers inequitably in the classroom. Equally, there is resistance to the university practice of sending supervisors at various stages during the practicum. Most resistance comes from pre-service teachers when they did not know their supervisors and when they made no connection to these supervisors.

The ninth category, 'Opposes feedback on pedagogy', also highlights some of the pre-service teachers' resistance to giving feedback to students. This emphasises the pre-service teachers' resistance in shifting and relocating to the role of teacher, instead they endorse a student position in their practice. This is represented by the code 'Challenging giving students' feedback'. One pre-service teacher writes,

I found that according to the students I was a tough marker, but oddly enough, they wanted more and more comments on how to improve. I realised the importance and burden of students having faith in my ability as a teacher, especially as I have so little myself. (Survey 2004)

Another code within this category that positions pre-service teachers as students is 'Values assessment over feedback', which is about pre-service teachers wanting an indication of how well they are positioned in the university class in regards to marks. Feedback is not valued as a form of feedback on pedagogy; instead it is about valuing an individual mark.

The tenth category, 'Values feedback on pedagogy', regards pre-service teachers' endorsement of feedback on their pedagogies. This category is quite predominant in relation to colleague teachers. When the colleague teacher is very supportive with comments, the pre-service teachers are more likely to be confident in trying

out different strategies and connect their writing projects to their classroom work.

A pre-service teacher comments,

The written evaluations focused on suggestive strategies which could be of help in future classes, praise for the teacher and contributing comments for future analysis of the postmodern texts being taught in the classroom. (Writing Project 2004)

Feedback that is collaborative, such as the suggestive strategies made in the example above, positions the pre-service teacher more as a colleague rather than student teacher. Feedback from colleague teachers that is consistent and dialogical assists the pre-service teachers in developing their pedagogies. The practice of giving consistent feedback in the writing projects, furthermore, enables one of the pre-service teachers to endorse this practice within his teaching practice. He writes,

As students finished each piece they were given feedback on their piece of work but were not assessed before it was formally submitted in the portfolio. This adapted idea came from the English assignment ... and I felt it was a good system to judge students work while also monitoring your own teaching pedagogy and making adjustments where they were needed so that it gave students ample opportunity to receive the best possible teaching available to them through individual meetings and work, as well as group work. (Writing Project 2004)

The process of giving feedback for this pre-service teacher keeps him informed about his own practice, adjusting his teaching to suit the students' learning needs. Another pre-service teacher comments, 'I always gave students feedback in regards to any problem or concern that they were experiencing and helped them identify what they could do to improve their work in order to achieve a higher rating' (Writing Project 2004).

Giving or receiving feedback, however, is not initially a natural practice for pre-service teachers at the beginning of their second year of the Bachelor of Teaching program. Some pre-service teachers are fortunate to have colleague teachers who are interested in giving constructive feedback to assist in the development of their pedagogies on their third practicum. Many pre-service teachers through the process of the writing projects, which is based on continuous feedback from both the researcher and lecturer, transfer this practice and knowledge into their own developing pedagogies. This acknowledges that the transference of knowledge occurs between intense relationships; such an example is the postdoctoral supervisory relationship (Green 2005).

This research also recognises the importance of working critically with peers by providing feedback to reposition subjectivity (Saunders et al. 1999). Within the university classroom, pre-service teachers ask for feedback from their peers on their presentations, which position them more as colleague teachers rather than as student teachers. By stage five many pre-service teachers are making transparent to their peers their changes to their teaching practice. This stage demonstrates that learning is constructed as active and collaborative, rather than passive and individual in focus. This shift from the individual to the collaborative highlights the importance of developing co-productive partnerships in teacher education (Green 2005; Lee 1998; Lee & Boud 2003).

The eleventh category, 'Concern that one theory will be limiting', identifies pre-service teachers' concerns over adopting one theory only in the teaching of English/Literacy. Of particular concern is taking up critical literacy as a theoretical position, as they initially assume it excludes all other practices. They do not yet understand that critical literacy is about developing a repertoire of practices or that one theory can inform the teaching of other theoretical positions. Stage two highlights pre-service teachers' resistance to the teaching of one theoretical position, which still places them within the resistance and accommodation discourses of the first year.

Some of the pre-service teachers at this stage are still adopting one theoretical position or using a hybrid theoretical position in regards to their teaching of English/Literacy. One pre-service teacher identifies his position as 'Critical-heritage, which is an approach built upon inquiry but that does not assume that meanings of texts are socially constructed' (Survey 2004). This pre-service teacher in his hybrid construction of theory is resisting the main theoretical practice of the Secondary English course which is critical literacy. He constructs his own theoretical position and resists the idea that texts are socially constructed. He is situated in a liberal humanist discourse which sees identity as fixed and coherent as reflected in his opinion that the writing project is 'fragmented' (Writing project 2004). In the last stage of the writing projects, however, another pre-service teacher realises that his endorsement of a totally skills-based approach does not work for him or his students. Instead he realises that his change in position

...will naturally affect the outcome of this research and especially what may become included and what has become excluded. For example, the realisation and inclusion of the planning strategies and procedures that can embrace visual and

technology-based learning as a component towards scaffolding literacy perspectives. (Writing Project 2004)

This pre-service teacher came to the realisation that his initial endorsement of skills is not inclusive for all students. A skills-based approach to the teaching of English/Literacy is important but not necessarily the only practice to endorse. This pre-service teacher expands his practice to include text-participating and text-meaning practices, rather than just focusing on coding practices (Luke & Freebody 1997, 2003).

The twelfth category, 'Identifies with a theoretical position', details the journey of the pre-service teachers' construction of a theoretical position. The first stage is about pre-service teachers identifying with a theoretical position. Some of these pre-service teachers in their ownership of their practice identify an opposing position to that of the senior lecturer. Stage two is about the pre-service teachers repositioning themselves in regards to the literature review in their writing projects. This stage sees many pre-service teachers redefine and build on their theoretical position, whereas others still identify a teacher by 'teacher qualities', such as 'personality', rather than by their theoretical position. This stage is still very much positioned in a psychological approach to learning as many pre-service teachers endorse psychological theory to support student learning and behaviour. For instance, a pre-service teacher comments, 'I divided the class into similar learning style groups that I selected after they completed a survey that I had devised based on Gardiner's Multiple Intelligences' (Writing Project 2004).

By stage five, thirteen of the twenty-six pre-service teachers value critical literacy as a theoretical position. Some, however, are still constructing their own hybrid theoretical positions. Others come to the realisation that they need to redefine and improve their position much later than some of their colleagues. Many pre-service teachers realise that if they are going to teach a theoretical position, such as critical literacy, then they need to introduce it slowly to students. There is awareness that a pedagogical position is a political position.

The thirteenth category, 'Shows concern over assessment', relates to how pre-service teachers are anxious about assessment in their second year of the program. The first stage demonstrates pre-service teachers concern on assessment. This is identified as one of the limitations that emerges from the first-year data. By stage two some of the pre-service teachers realise that assessment is about difference or,



rather, that there is more than one way to assess and that as teachers they can negotiate assessment with students. Stage Four is about pre-service teachers collaboratively constructing their assessment tools for their last practicum. Stage Five is mainly about pre-service teachers becoming aware that they need to be open, explicit and provide feedback to students in their assessment of them. By making assessment clear and public it shifts student assessment to student ownership. One pre-service teacher comments, 'An assessment rubric empowers students because when they understand the assessment process, they share in some of its potency and power' (Writing Project 2004).

Assessment at this stage becomes more about giving students continuous and constructive feedback, as one pre-service teacher writes, 'During a learning sequence, students can receive feedback on their progress through the use of the rubric on a number of occasions, allowing for ongoing and changing assessment' (Writing Project 2004). Another significant feature that many pre-service teachers take up in their practice is getting students to redo or rewrite their assignments. 'One pre-service teacher writes in her survey,

I would like to give students similar assignments. Much better than constant grades which students compare and then place themselves as a "B" or "A" student etc. It is good practice to redo and revisit work. (Survey 2004)

The structure of the writing projects allows for change and rewriting. This is seen by many pre-service teachers as very useful for their own teaching practice. Many find the writing projects challenging but also rewarding in that the projects enable them to see their practice constructed over the course of the year. Time, being represented through the different stages of the writing projects, became a useful indicator for pre-service teachers in their conceptual development as teachers (Britzman 1991). As one pre-service teacher writes, 'I found the format of the assignment spread over the year very useful because it lessens the impact of a large assignment and it explicitly develops and refines our teaching/theoretical position' (Survey 2004).

The fourteenth category in the data to emerge is 'Values inclusion of students'. This category represents a major change in pre-service teachers understanding of inclusion. Pre-service teachers initially view inclusion to be about school students with disabilities, which positions these students as deficit. They are more interested in finding out strategies to include these students in the classroom. Through the

writing projects they come to realise that inclusion is about all students not just the institutionally identified students. Inclusion shifts to a focus on a teacher's pedagogy rather than a focus on students.

By the fifth stage many pre-service teachers realise in their analysis of their practice that they are not inclusive and have in fact excluded students in their attempts at inclusion, such as English as a second language students and well mannered, quiet students. A few of the pre-service teachers realise that inclusion itself can be a defining characteristic and that it can work inequitably against the student. They realise that an inclusive practice, without collaboration with students, is an inequitable practice.

One of the last categories to emerge from the data is 'Recognises colleague teacher contribution'. This category emphasises pre-service teachers' own colleagues' contributions to their pedagogies. The first stage demonstrates pre-service teachers' recognition that their colleague pre-service teachers are a valuable resource in their construction of the writing projects. There is the realisation that even though there is difference between theoretical positions, there is collaboration in working together. Difference is seen as a productive element of productive learning (Saunders et al. 1999). By collaboratively writing and producing parts of their projects pre-service teachers seek out each other for information. Collaborative writing acts as 'a way of seeing beyond one's own naturalisms of style and attitude' (Richardson 1998, p.526; Richardson 2000, p.943).

By the third stage some of the pre-service teachers work collaboratively to construct their own frameworks for teaching their strategies. Many pre-service teachers draw strength from their writing groups even though they recognise that they have taken up different paths in their writing projects after their third practicum. Stage four is about working collaboratively within their writing groups to construct their planning and assessment tools. This stage also acts to reposition pre-service teachers as experts in their relevant fields of inquiry.

The last category, 'Positions themselves in practice', relates to how pre-service teachers position themselves in practice. This category shows the multiple subject positions that the pre-service teachers identify themselves as: student, student teacher, pre-service teacher, or colleague teacher. Stage three illustrates how many pre-service teachers still position themselves as students. Even though they are taking

up the practices of being a professional teacher in the writing projects, they position themselves as students. These pre-service teachers transfer their student positioning onto the third practicum. Many remain passive as teachers and are positioned as student teachers by their colleague teachers and the university assessment form. Some pre-service teachers are fortunate to work with colleague teachers who support and assist the pre-service teachers in building and empowering their practice. Stage three is about pre-service teachers starting to identify as a teacher rather than as a student, as they have gained more confidence in their teaching after their third practicum. Stage four shows how many of these pre-service teachers perform as colleague teachers in their presentations and class discussions.

Stage five represents pre-service teachers as either positioning themselves as teachers who are active in their construction of their practice by including colleague teachers, or positioning themselves as student teachers who are passive and as a consequence are positioned as student teacher in the classroom. Some pre-service teachers are still positioned as student after their last practicum. Those positioned as teachers also take up the role of expert colleagues towards their colleague pre-service teachers and their own colleague teachers. Only four pre-service teachers position themselves as colleague teachers in their last practicum.

## 6.8 Construction of discourses

### 6.8.1 Three discourses

This section discusses the construction of three discourses that emerged from the close, comparative analysis of the sixteen categories resulting from the axial coding process and a dimensional profile (Charmaz 2000). This chapter positions discourse as ‘a theory which decentres the rational, self-present subject of humanism, seeing subjectivity and consciousness, as socially produced in language, as a site of struggle and potential change’ (Weedon 1987, p.41). The construction of these three discourses explicitly shows how their subjectivities are a site of struggle and are open to discursive change.

The sixteen categories are refined into groups as a number of discourses. Three dominant discourses emerge from the close reading of these sixteen categories: the discourse of ownership, the discourse of disenfranchisement and the discourse of situated methodology. In the construction of discourses it emerges that two of the three discourses are in binary opposition (Weedon 1999) towards each other: the

discourse of ownership and the discourse of disenfranchisement. The discourse of situated methodology changes depending on which discourse it is informed through, and by the other two contradictory discourses.

Feminist poststructuralist theory recognises subjectivity as a site of conflicting and competing subject positions where language in the form of different discourses constructs different possible modes of subjectivity (Bloom 1998). The three different discourses constructed in the second year of the Bachelor of Teaching program position pre-service teachers differently. The subject positions taken up within these discourses 'constitute desire in particular ways and imply particular forms of repression' (Bloom 1998, p.146).

### 6.8.2 Discourse of ownership

The discourse of ownership is articulated by category one, 'Endorses ownership of project'; category seven, 'Recognises texts can be analysed for gaps'; category eight, 'Recognises students in learning'; category ten, 'Values feedback on pedagogy' and category sixteen, 'Positions themselves in practice'. The discourse of ownership is about pre-service teachers gaining ownership of their pedagogies through taking up ownership of their writing projects and setting their own agendas. Most of the writing projects initially focused on practical strategies in the teaching of English/Literacy. It is only in the development and experimentation of these practical strategies that pre-service teachers gain ownership over their pedagogies. By positioning pre-service teachers as researchers of their own classrooms, it becomes a process of systematic subjectivity (Cochran-Smith & Lytle 1993, p.43).

The discourse of ownership replaces the first-year discourses of accommodation and limitations. The implementation of the writing projects essentially recognises pre-service teachers' responses to their limitations and seeks to erase these through the writing process. This is about 'accepting pre-service teachers' attempts to articulate their needs as legitimate and thoughtful responses to the relations of power/knowledge available to them' (McWilliam 1993, p.134). The writing projects encourage the pre-service teachers to take ownership of their own knowledge construction and therefore replace the accommodation and limitations discourses of the first year, which is concerned with accommodating colleague teachers' and lecturers' practices and focusing on limitations in their pedagogies and others' practices, including students.

By situating themselves within the discourse of ownership, the pre-service teachers disrupt discourses of blame that attend literacy failure (Kamler & Comber 2003/2004). Previously situated in student deficit discourses as well as colleague teacher deficit discourses in their first year of the program, pre-service teachers shift and attribute responsibility to their own pedagogies rather than shift blame towards others. The repositioning of pre-service teachers as the central informants in their research issues repositions discourses of blame.

A significant change occurs within the discourse of ownership which is about decentering the transformative intellectual (Ellsworth 1989, 1992; Lather 1992a). In constructing their own pedagogies pre-service teachers shift the focus of power away from the colleague teachers and lecturers in both the university classroom and the school classrooms. The decentring of power also has the effect of disrupting generational hierarchies (Kamler & Comber 2003/2004) where, in teacher education, the younger inexperienced teacher is in a position of powerlessness and the colleague teacher assumes the position of expert.

Decentering these generational hierarchies (Kamler & Comber 2003/2004) allows for a collaborative mentoring relationship to develop between some of the pre-service teachers and their colleague teachers rather than a purely supervisory relationship. This is evidenced by one of the colleague teacher's comments, 'She is amazing, coming up with new ideas and implementing creative writing strategies. I have never seen the students write so well and [name of pre-service teacher] has fostered this in the students' (Research Journal, 5 August 2004). The generational hierarchies are disrupted and put under erasure (Derrida 1976) by the pre-service teachers' repositioning themselves as experts in their fields of interest. In the process of disrupting these powerful categories, power is repositioned and shared between both the colleague teachers and pre-service teachers.

Pre-service teachers, in assuming the position of expert within both contexts, shift the focus of power, which, in turn, positions pre-service teachers more strongly in the classroom. Instead of being the focus of the transformative intellectual, whether these are the colleague teachers or lecturers, the power has shifted to transforming their own practices and, consequently, students' learning. In effect, the pre-service teachers are redesigning their own curriculum and pedagogies to reconnect with students (Kamler & Comber 2003/2004) which they previously resisted. Kamler and

Comber argue, 'This notion of design and redesign rests on agency' (2003/2004, p.141).

Agency can be defined as 'the power that mobilises existing discourses in new ways, inverting, inventing and breaking old patterns' (Davies 1991, p.51). The pre-service teachers in redesigning their own pedagogies in the process of their writing projects take up agency. They become the 'author of one's own multiple meanings and desires' (Rhedding-Jones 1995, p.481). Kress comments that, 'Design proceeds on the basis of a full knowledge of the resources available to the designer and the capacity of the designer to assemble these materials' (2000, p.140). Through assembling and reassembling their practices the pre-service teachers become bricoleurs (Honan 2004). One of the pre-service teachers redesigns her earlier practicum unit to inform her subsequent school experience. She writes,

Perhaps the most effective aspect of this unit was the involvement of students in workshopping sessions with both the teacher and with each other in small and large class groups ... Students participated actively and thoughtfully in the workshop sessions on a number of occasions and their understandings of themselves as participants, analysts and producers of texts increased as a result. (Writing Project 2004)

The result of involving school students in this pre-service teacher's writing project has the effect of making students active in their own learning. It is about transforming students' own ideas on texts and textual practices. In transferring ownership to pre-service teachers through implementing the writing project as part of the research, this in turn transfers ownership to students. An important outcome of the pre-service teachers' inquiry into their own practice is that they often inquire with their students where 'students themselves become empowered as knowers' (Cochran-Smith & Lytle 1993, p.43). Taking up new practices and strategies informed by theory has the effect of transforming not only the pre-service teacher's practice but the students' learning. One pre-service teacher writes,

Reflecting and improving on what has gone before, as well as experimentation and risk-taking in teaching new learning sequences, offers rich rewards for all classroom members, teachers and students alike. (Writing Project 2004)

The process of pre-service teachers acquiring agency changes their initial theories of reproduction to theories of production. Previously, pre-service teachers have been situated in accommodation discourses about reproducing the theories of their colleague teachers and lecturers. As a result of their writing projects, the pre-service teachers endorse theories of production. This shows the significant changes

in agency to many of the pre-service teachers. The second year relates to the process of agency in the shift from re-production theories to theories of production (Taylor 1995). Taylor uses the term 're-production', to 'emphasise agency in the social processes involved, and therefore the potential for change' (1995, p.5).

Many of the pre-service teachers acquire agency in the rewriting and reworking of the writing projects. The process of rewriting

... allows us to imagine the possibility of rewriting the multiple and contradictory subject positions that we occupy and/or bringing into being new positions to sit alongside the old. It allows the "possibilities of stories of resistance, not determinism and of new transformed selves". (Threadgold, cited in Kamler 2001, pp.47-48)

A number of pre-service teachers, through rewriting and reworking their writing projects, implement new strategies and school practices on their last practicum. Examples of their new theories of production are: the creation and sale of a C-D ROM with students to improve student facilities; the creation of a whole-school spelling program for at risk students; the implementation of critical writing workshops; and the implementation of an inclusive classroom plan. Subsequently, the construction of new classroom strategies and school practices relocates these pre-service teachers' subject positions within the whole-school context.

The repositioning of the pre-service teachers' subject positions is evidenced in the relationships and work practices they develop with their colleague teachers. Such an instance is noted in the researcher's journal,

'Kathleen' at first appeared to not be inclusive, always calling out "guys" in a mixed class. Yet, in talking with her colleague teacher, she is very active in her inclusiveness [her writing project]. She does find it hard to break the dominance of the boys but she and her colleague teacher have changed desks, done extension activities for some students. The students in the class are positioned in the class for various reasons: behaviour management, in close hearing range, and the desks are positioned in a way of being able to move freely around students. (Research Journal, 19 August 2004)

Collaboration rather than supervision becomes more significant in these pre-service teachers' relationships with their colleague teachers. This example points to a re-examination of partnerships between individuals in teacher education such as colleague teachers, lecturers and pre-service teachers which allows for negotiation in specific institutional sites. Lee interrogates the notion of 'colleague' and what is at stake when partners work together in some capacity as colleagues (1997, p.74).

The writing projects in effect cause collaborative resonance rather than critical dissonance (Cochran-Smith 2004). Students, colleague teachers, lecturers and, in turn, pre-service teachers collaboratively learn from each other and in the process gain a sense of ownership over their teaching and learning. One of the pre-service teachers states that,

It is highly appropriate for all students to realise the degree of ownership in their work, whether through recording or editing videos or through selecting the types of images they wish to work with. (Writing Project 2004)

Thus, when a collaborative form of professional development between colleague teachers and pre-service teachers exists, this, in turn, allows pre-service teachers to experiment and challenge their own assumptions and attitudes on teaching. As Smyth argues,

Through struggling to discover and reconstruct their own histories and the realities in which they are embedded, the proposal is that teachers acquire the capacity to understand, to challenge, and ultimately, to transform their own practices. (1991, p.2)

The pre-service teachers' transformation comes through ownership and experimentation in their own practices and through collaboration with colleague teachers and lecturers, not through the accommodation of others' practices. The pre-service teachers thus take up agency and become agents who 'position themselves not as objects but as the one with power and knowledge' (Rhedding-Jones 1995, p.481). This transformation indicates that their needs discourse (McWilliam 1993) from the first year has shifted to a discourse of desire. The relationships and partnerships developed through the writing projects result in a shift in subjectivity and agency as well as desire. As Lee argues, 'Collegiate relations are associated with subjectivity and desire' (1997, p.78).

### 6.8.3 Discourse of disenfranchisement

The discourse of disenfranchisement is represented by: category two, 'Resists ownership of project'; category eight, 'Recognises students in learning'; category nine, 'Opposes feedback on pedagogy'; category eleven, 'Concern that one theory will be limiting', and category sixteen, 'Positions themselves in practice'. The discourse of disenfranchisement concerns pre-service teachers' resistance and struggle in the ownership of their own pedagogies. These pre-service teachers are still situated in the discourses of resistance, limitations, pragmatism and accommodation from the first year of the research.



One of the central features of this discourse is that these pre-service teachers become disenfranchised or dislocated from their practice in the final stages of the writing projects when the research text becomes a deconstructive text (Lather 1991a). A deconstructive text 'is a point of interrogation where binary notions of "clarity" are displaced as the speaking voice uses its authority to disperse authority' (Lather 1991a, pp.9-10). Within the discourse of disenfranchisement some pre-service teachers do not connect their theoretical practice with their practical strategies. They, furthermore, do not recognise that their initial assumptions of teaching have in fact changed and have produced binaries in their knowledge construction.

One pre-service teacher in his initial research proposal endorses the teaching of skills, believing that a skills-based pedagogy is the most important pedagogy to have as an English/Literacy teacher. In his final analysis of the project he admits that, 'Language skills interestingly did not play a distinct part in the unit' (Writing Project 2004). This pre-service teacher does not recognise that he is resisting the very practices that he is endorsing and, therefore, is dislocated from his practice. Another pre-service teacher only recognises the changes to his practice when he is visited by the lecturer on his last practicum. He makes the comment,

While on the one hand I feel clear regarding what is happening in my classes, I would appreciate a few tips on how I can translate the shift from the assignment title in order to and complete the work started. (Email Correspondence 2004)

These pre-service teachers throughout the writing projects struggle to understand how theory informs practice. They find it difficult to make the connection that one needs to develop both theory and practice, to be in a stage of praxis. Cherednichenko and Kruger (2002) believe that learning occurs through exploring and understanding practice, that is, praxis. If one applies the double reading process (Grosz 1989; Lather 1996, 2004) to these pre-service teachers, they may have identified the binaries in their construction of knowledge but not placed it in a more positive term. Equally important in the double reading of their practices, they have not developed the relationship between theory and practice, which mirrors what Lather refers to as 'creating a more fluid and less coercive conceptual organisation of terms' (2004, p.205).

Pre-service teachers within the discourse of disenfranchisement cannot double vision (Davies 1994) their practice. These pre-service teachers stay passively positioned with the dominant discourses within the Bachelor of Teaching program. As Cranny-

Francis argues, 'Individual bodies which are [or attempt to be] passive or inactive will be repositioned by the social, political, economic and technological life in which they are immersed' (1995, p.113). Their passive student positioning causes them to mask their pedagogies from themselves. This relates to them not recognising their experience of being within and constituted by the master discourses (Davies 1994; Luke & Gore 1992). The discourses of accommodation and resistance are so strong within these pre-service teachers that they have trouble unmasking the discursive and constitutive effects of these discourses on their subjectivities.

The practice of being a 'good student' is 'an effect of institutional authority' (Amirault 1995) and, consequently, blinds some of the pre-service teachers from seeing their own pedagogical constructions. As a result, these pre-service teachers do not take up agency. Their reading of their writing projects is dependent on the way they are positioned in relation to it (Kress 1985). For these pre-service teachers to critically read or double vision (Davies 1994) their pedagogies they need access to discourses other than accommodation and resistance.

Within the discourse of disenfranchisement, resistance is towards the reconstruction of the writing projects, with one pre-service teacher calling the writing process 'fragmented' (Writing Projects 2004). Texts within this discourse, including the writing projects, are viewed as truth and have implicit meanings that do not change. This relates to humanistic tendencies that view the subject as unique, fixed and coherent (Weedon 1997). While pre-service teachers located in the discourse of situated methodology view their writing projects as postmodern text, texts within this discourse support a cultural heritage approach to the teaching of English/Literacy – an approach endorsing dominant discourses and textual practices. These pre-service teachers prefer storylines and texts that give them a 'sense of a consistent and continuous person. That sense of continuity and stability in turn gives them a sense of control over their lives' (Davies & Banks 1995, p.67). Control and power are seen as necessary attributes in becoming a teacher. A teacher is viewed from this position as the holder and transmitter of knowledge. One of the pre-service teachers views his role as a teacher as mainly a 'knowledge bank' (Survey 2004).

Many of the pre-service teachers in the research are situated in the discourse of disenfranchisement before their third practicum. This is indicated by their positioning in the university classroom, which places them more as students rather than as teachers. Their initial inquiries in their writing projects focus on colleague teachers or

students, which places them into categories of deficit (Freebody & Baker 2003). Such instances are: 'Secondary school students find it difficult to understand the importance or relevance of cultural heritage texts' (Writing Project 2004); 'Investigate, analyse, adapt and improve on existing English/Literacy practices' (Writing Project 2004) and 'We believe inclusive schooling to mean a conscientious approach to educate students with diverse physical and mental abilities ...' (Writing Project 2004). Attributing blame towards other groups rather than looking at their own practices, these pre-service teachers realise only after their third practicum that their initial assumptions need to be refined and become more focused on developing their own pedagogies to address these issues. This is the first indication that their categorisations or categories of blame are being disrupted or put under erasure (Derrida 1976). Changing categories and accounts in literacy education is about changing the targets (Freebody & Baker 2003).

Despite these disruptions to categories of deficit, some pre-service teachers do not change their initial proposals and remain rigid in their humanist assumptions. Their discourses of blame towards literacy learning, in fact, are not disrupted (Kamler & Comber 2003/2004). The following comment highlights the positioning of blame on students,

Based on conversations with colleague teachers the problems [students] were determined to be of a deeper or structural level. Students did not seem to grasp the pattern of a sentence or the demands of the linguistic conventions. (Writing Project 2004)

This example situates the students' problems as biological and structural. The students are positioned as deficit in their lack of understanding of sentence structure rather than focusing on improving teacher practice. For these pre-service teachers it is more about finding truth. As one pre-service teacher argues, 'I admit the search for truth is a constant theme in my work' (Writing Project 2004). The search for truth is about the effects of power in discourses. Truth is 'embedded in and produced by systems of power' (Phillips 2002, p.14). Some of the pre-service teachers in their own histories and pedagogies are more influenced by the search for truth. Truth means power and, for teachers, this relates to power over students. Since truth is unattainable (Phillips 2002) these pre-service teachers are constantly in the search for truth.

One of the pre-service teachers resists the pedagogy of the senior lecturer by openly challenging her position of authority. He resists her actions of abandoning the

position of 'a master of truth and justice' to become 'a creator of a space in where those directly involved can act and speak on their own behalf' (Lather 1991a, p.137). This repositioning by the senior lecturer serves as a disruptive performance on this pre-service teacher as 'it is not a refusal of academic authority. It is simply a different posturing of authority' (McWilliam 1997, p.219). Some pre-service teachers also resist critical literacy as a regime of truth (Gore 1992). The comment made by one of the pre-service teachers which explains that the 'meanings of texts are not socially constructed' (Survey 2004) is in resistance to the pedagogy of the senior lecturer whose position is informed by a feminist poststructuralist position which endorses critical literacy and which views texts as social constructions.

The discourse of disenfranchisement is strongly situated in biological discourses that seek to define the natural. These discourses tend to focus on the body rather than the social practices that shape the body (Grosz 1994). As a result they produce and reproduce patriarchal power relations (Davies 1994). The discourse of disenfranchisement is also strongly situated in humanist discourses, resulting in individuals seeing themselves as unitary and non-contradictory (Weedon 1987). These humanist discourses have the effect of severely limiting their interpretative strategies and in turn 'limit their ways of being male and female' (Davies & Banks 1995, p.47).

The discourse of accommodation is still very much present within the discourse of disenfranchisement. These pre-service teachers are strongly positioned as students rather than as teachers in both the university classroom and the school contexts. They tend to be passive and adopt the teaching practices of both the senior lecturer and the colleague teachers. There is little connection with their writing projects to their school classes. Some constantly change their focus in their writing projects rather than building on their ideological practice before their pragmatic practice.

Many of the pre-service teachers within the discourse of disenfranchisement do not connect easily with their colleague teachers. They tend to stay as passive students or student teachers instead of becoming colleague teachers. As one of the pre-service teachers comments,

On Internship I had to teach the way my teachers wanted me to teach, in a particular style. Furthermore I had to teach what they wanted me to teach and was not given a fair go to try out some of my ideas. (Survey 2004)

This pre-service teacher has not moved in her student positioning in her adoption and accommodation of her colleague teachers' practices and thus she is constrained by the institutional discourses of the classroom. Britzman (1991) argues,

Marginally situated in two worlds, the student teacher as part student and part teacher has the dual struggle of educating others while being educated. Consequently student teachers appropriate different voices in the attempt to speak for themselves yet all the while act in a largely inherited and constrained context. (pp.13-14)

It is very difficult for these dislocated pre-service teachers to establish their authority and ownership of their pedagogies while at the same time trying to establish one's authority in a situation charged by certain power struggles and which 'finds student teachers embodying the very traditions they hoped to change' (Britzman 1991, p.33).

#### 6.8.4 Discourse of situated methodology

The discourse of situated methodology is characterised by category three, 'Values practical strategies'; category four, 'Recognises importance of texts'; category five, 'Values certain types of texts'; category six, 'Acknowledges usefulness of four resources'; category thirteen, 'Shows concern over assessment' and category fourteen, 'Values inclusion of students'. The discourse of situated methodology is about theory becoming practical (Lather 1997). It is the opposite of pragmatism (Tiedmann, cited in Lather 1997, p.235). Lather defines situated methodology as

It has something to do with a deconstruction of the theory/practice binary that gestures toward a third space of both/and and neither/nor of theory and practice, a space I presently call a theory of situated methodology. (1997, p.235)

One of the pre-service teachers gives her own definition of situated methodology:

In an attempt to contest the creative through a reframing of "creative writing" within a critical social literacy pedagogy, this writing project has demonstrated how theory as a set of values and beliefs can empower and transform teacher practice. Without such theoretical understandings, this research could not have identified the shortcomings of the unit in terms of planning or assessment issues in order to redress those inadequacies in future. Indeed, exploring and contesting theories of English and literacy teaching and learning was a valuable and necessary part of the teacher's own challenge of locating the teaching of writing within a socio-cultural view of literacy. (Writing Project 2004)

This example illustrates this pre-service teacher's attempt to situate her pedagogy in both theory and practice; however, she also contests and challenges both her theory and practice, so that it can relocate her understanding of the teaching of writing. It is about working within/against (Lather 1991a, 1991b) her initial assumptions of teaching.

The discourse of situated methodology is thus the result of working both within/against (Lather 1991a, 1991b) the discourses of resistance, accommodation, limitations and especially pragmatism, which emerged from the first year analysis. This research found that pre-service teachers endorse practical strategies as a central part of becoming an English/Literacy teacher and that they strongly argue the limitations in their practice. Instead of resisting this discourse, this research sought to work both within/against it by encouraging pre-service teachers to identify issues that were important to them (Lather 1991a, 1991b). The research seeks to problematise pre-service teachers' knowledge construction, which is informed by humanistic vocabularies which they have brought to education. McWilliam argues that it is necessary that these 'vocabularies are made problematic by means of systematic processes through which students can reconstruct their own understandings of what it is to teach and learn' (1993, p.131).

Pre-service teachers within the discourse of situated methodology see texts as socially constructed and open to both of the processes of deconstruction and reconstruction. Many of the pre-service teachers treat their writing projects as a postmodern text, which produces 'a much messier form of bricolage (oblique collage of juxtapositions) that moves back and forth from positions that remain sceptical enough' (Lather 1991a, p.10). One pre-service teacher writes,

Reflection: Completing this stage of the assignment made me think very deeply about what my job as an English teacher will be and how I might do that job successfully. I had to revisit my English/Literacy work from 2003 and re-evaluate my pedagogical position. I discovered that I have a better understanding of how the critical literacy perspective would be applied to a classroom. I was able to begin planning a unit of work for my Internship that would allow me to practice my theoretical position while simultaneously working towards my goal of engaging students with cultural heritage texts. (Writing Project 2004)

This reflection illustrates how this pre-service teacher has juxtaposed her initial ideas of critical literacy with her new understandings as well as her continual process of moving back and forth between the writing project and her future planning.

The writing projects act as an interpretative and representational resource for pre-service teachers to understand their developing pedagogies. One pre-service teacher writes, 'This assignment by necessity contains significant amounts of both "defining" and "refining"' (Writing Project 2004). Another writes, 'It has shown me that teaching is constantly about redefinition' (Writing Project 2004). This illustrates that representation is a construction (Threadgold 1990). With construction, however, come changes in practice. One pre-service teacher writes,

The format of the assignment is good in that it allows for change and I don't really think an assignment like this could be done over the course of only one semester and therefore only one prac. After internship you can reflect on how you have changed over the course of a year. This assignment has played a critical role in that process for me. (Survey 2004)

Changes or revisions to practice, such as in the example above, illustrate a shift in subjectivity (Kamler 2001). The writing projects act as a representational resource for pre-service teachers because they make visible 'the transformation by the subject of her or his subjectivity' (Kress 1996b, p.22).

A critical feature of the discourse of situated methodology is the pre-service teachers' construction of an interpretative or conceptual frame to assist them in teaching their strategies – a frame informed by both theory and practice. In effect, these pre-service teachers are constructing their own interpretative resources (Davies 1994; Gilbert 1993a). As one pre-service teacher comments,

The most rewarding time spent with the group during Stage One was while we were developing a visual model from which to work. We decided that students must be able to do three things with a cultural heritage text – interact, decode and understand – in order to make meaning from it. It became obvious to us through discussion (especially in relation to observations made during school experiences) and feedback from our reading that all three elements need to be present. (Writing Project 2004)

The construction of their own interpretative frames of reference assists the pre-service teachers in obtaining ownership over their practices. Ownership only happens when pre-service teachers make theory real through practice (Grossman et al. 2000).

Equally crucial to creating these interpretative frames is the construction of critical frames *towards* these interpretative frames. This supports postmodernist theory which demands a 'radical reflection on our interpretative frames' (Lather 1991b, p.13). Many of the pre-service teachers within their planning and assessment tools take up the transformational analysis questions (Rowan 2001) within their own practice. One pre-service teacher writes, 'The pro-forma was devised to make planning as a contested text much more transparent and explicit' (Writing Project 2004). Their pedagogies as texts became open to analysis and reconstruction. In effect, the pre-service teachers are constructing their own oppositional knowledge towards their own practices. These pre-service teachers are reading their own practices against the grain (De Lauretis 1987; Davies 1992; Cochran-Smith 1991, 2004; Cochran-Smith & Lytle 1993; Taylor 1995). As Davies argues,

Any reading against the grain implies a detailed knowledge of the grain itself. And who we have taken ourselves to be in the past and in much of the present are known precisely in terms of that which we are trying to undo. (1992, p.74)

Reading against the grain is about making self-knowledge problematic. By repositioning themselves in an inquiry stance towards teaching, pre-service teachers make problematic their own assumptions of teaching and learning. Problematising assumptions of teaching brings more questions about practice, as Cochran-Smith and Lytle (1993) argue,

They question common practice, deliberate about what is regarded as expert knowledge, examine underlying assumptions, interrogate educational categories, and attempt to uncover the values and interests served by the common arrangements and structures of schooling. In the process, they pay attention "not only to what is included in a world view but also what is left out and silenced" (Giroux, 1984, p.35). (p.74)

## 6.9 Displacement of binaries

### 6.9.1 Erasing initial assumptions of teaching

This section discusses the displacement of binaries in some of the pre-service teachers' initial assumptions of teaching as a result of the writing projects.

A critical feature of the discourse of situated methodology is the pre-service teachers' examination of these underlying assumptions and the search for understanding how these assumptions are situated in binarisms within their own knowledge construction. By double visioning (Davies 1994) or double reading (Grosz 1989; Lather 1996,



2004) their initial assumptions of teaching, some of the pre-service teachers are able to put under erasure (Derrida 1976) or destabilise (Lather 1995) their initial assumptions of teaching. One pre-service teacher summarises her own knowledge reconstruction, 'In its inception this research paper was concerned with what was viewed as a practical or technical issue ... however, this writing project was no longer simply concerned with classroom practice but with the ideology that underpinned this practice' (Writing Project 2004). The discourse of pragmatism is repositioned by the discourse of situated methodology.

Not only are many of the initial assumptions of the pre-service teachers reversed by the completion of their writing projects, but also the binarisms in their knowledge construction of education are displaced and interrupted. Poststructuralist theory focuses on disrupting and deconstructing the binarisms through which we structure our knowledge of ourselves and the social world (Davies 1994). Table 22 highlights the displacement of binarisms in pre-service teachers' initial assumptions of teaching.

**Table 22: Displacing binarisms in pre-service teachers' knowledge construction**

<i>Concepts of social construction of maleness</i>	<i>Concepts of social construction of femaleness</i>
Student deficit	<i>Student empowerment and ownership</i>
Inclusion as disability	<i>Inclusion is a defining characteristic, inclusion of all</i>
Positioned as Student-Student teacher	<i>Positioned as teacher, colleague ... teacher, expert</i>
Passive	<i>Active</i>
Accommodation	<i>Ownership</i>
Practical	<i>Ideological, Critical and Pragmatic</i>
Individual	<i>Collaborative</i>
Own interest in texts	<i>Students interest in texts</i>
Texts are truth	<i>Texts are socially constructed</i>
Analyse texts	<i>Analyse own practice as text</i>
Students are taught	<i>Teachers can learn from students</i>
Knowledge is fixed and transmitted	<i>Knowledge is constructed and collaborative</i>
Assessment is summative	<i>Assessment is formative and collaborative</i>
Takes feedback	<i>Gives feedback</i>
One theory is limiting- construct a hybrid theory	<i>Develops a repertoire of practices</i>
Colleague teachers as supervisors which is about control	<i>Colleague teachers as experienced colleagues which is about collaboration</i>
Biology affects learning	<i>Social contexts affect learning</i>
Boys are behind in literacy learning	<i>Masculinity is a social construction</i>

The left column shows concepts identifying with the construction of maleness in society, and the right column shows concepts identifying with the social construction of femaleness. The left identifies more with liberal humanist tendencies in which knowledge is structured and fixed and subjectivity is pre-ordained. The right side, however, identifies more with feminist poststructuralist theory, which is concerned with how language and power construct subjectivity. Making these binaries visible is necessary for deconstruction. Davies believes that,

We can do this at the same time as we develop our awareness of the limitations and the powerful entrapments entailed in the categories. And precisely because of those limitations, we can learn both to hold on to and begin the work of abandoning the categories at the same time, to put them *sous rature* or under erasure, as Derrida would say. (1994, p.2)

The categories that had entrapped the pre-service teachers' subjectivities in the first year of the program are put under erasure (Derrida 1976) by the pre-service teachers themselves. The writing projects act as an interruptor strategy (McWilliam 1995) by disrupting or at least interrupting and abandoning the limiting discourses in which the pre-service teachers are entrapped in. As a result some of the pre-service teachers move to constructing a deconstructivist pedagogy within their own pedagogies (Lather 1991a). Subjectivity has shifted towards critical subjectivity. Critical subjectivity is produced by double practice (Lather 1997, p.239).

Two of the pre-service teachers in the discourse of situated methodology deconstruct their own gendered categories and ideologies. Taylor argues that, 'Gender ideologies are crucial in sustaining the patriarchal gender order' (1995, p.7). Gender is viewed within this thesis as a representation, therefore, a social construction (De Lauretis 1987). The original focus for two of the pre-service teachers' writing projects dealt with the issue of boys behind in their literacy learning. As Rowan et al. (2002) argue,

... any attempt to restructure literacy classrooms in ways that respond to consistent underperformance of groups of boys and groups of girls must be aware of the ways in which they also contribute to the circulation of gender norms. (p.50)

These pre-service teachers realise that their initial assumptions are gendered and that they had endorsed hegemonic masculinity (Connell 1987, p.184). Both, however, realise that it is their constructions of gendered categories that need to be re-examined. Their writing positions, in fact, represented gendered positions (Weedon 1987). For one of these pre-service teachers the realisation is about 'redefining what it means to be masculine' (Writing Project 2004). Another realises her initial

gendered assumptions that boys are behind in literacy is positioned as deficit and overgeneralised when she makes the comment,

I have come to realise the aspects of my own theory that were correct as well as those assumptions I have made concerning the different ways that students of each gender interact with the study of language and literacy. In particular, the implementation process taught me that while some generalisations can be made about the learning behaviours of both boys and girls, individual students do not fit the preconceived “mould” [and] frequently challenged these theories. (Writing Project 2004)

The gendered categories these two pre-service teachers had constructed are therefore ‘effected by its deconstruction, that is to say, by any discourse, feminist or otherwise, that would discard it as ideological representation’ (De Lauretis 1987, p.3).

The discourse of situated methodology disrupts these pre-service teachers’ initial assumptions of teaching and learning. Important to this process of disruption to these assumptions is making visible to pre-service teachers their social construction of subjectivity. For De Lauretis (1987) subjectivity is an ongoing construction, not a fixed point of departure or arrival from which one then interacts with the world. Making visible to pre-service teachers their social constructedness, through the process and social practice of the writing projects, has the effect of giving them ‘a comprehension of their own fractured and fragmented subjectivity and [it] allows them to explore ways that patriarchal discourses are inscribed in their bodies and emotions’ (Davies 1992, pp.55-56).

Poststructuralist theory recognises that deconstruction is necessary to disrupt the binaries and categories which one occupies (Davies 1994). The research sought to assist pre-service teachers in double reading (Grosz 1989; Lather 1996, 2004) their pedagogies. The first stage of the research, which corresponded to the pre-service teachers’ first year of the Bachelor of Teaching program, involved identifying the oppositions in pre-service teachers’ thinking. This was demonstrated in the four discourses of resistance, accommodation, pragmatism and limitations. The second stage of the research, which corresponded with the pre-service teachers’ second year of the Bachelor of Teaching program, involved introducing an interruptor strategy on subjectivity (McWilliam 1995) through the writing projects, which sought to reverse and displace these binary oppositions and, in the process, provide a space in which pre-service teachers could reconstruct subjectivity.

## 6.10 Conclusion

This chapter has demonstrated how the writing projects for the Secondary English pre-service teachers have been about writing as a method of inquiry which becomes a process of self knowing (Lather 1999; Richardson 1998). What is of primary importance is the process of pre-service teachers writing their subjectivities rather than the product (Richardson 1998). The process of rewriting the writing projects, furthermore, becomes a social process of negotiation (Green 2005; Lee 1998; Lee & Boud 2003). The process of continually reconstructing their practice over a period of time, in negotiation with the senior lecturer and researcher through feedback, makes transparent to pre-service teachers their own knowledge construction and their own representations. The different periods of time, represented through the various stages of the writing projects, makes visible to the pre-service teachers their discursive struggle in becoming teachers of English/Literacy.

When pre-service teachers interrupt their initial assumptions of teaching they are able to reconstruct their subjectivities, as represented in the discourses of ownership and situated methodology. When the powerful categories of teacher education are not displaced the result is pre-service teachers staying positioned within these powerful and restrictive categories, such as the discourse of disenfranchisement. This thesis argues that if these powerful categories are not displaced within pre-service teachers' subjectivities, then categories of blame in student learning (Baker & Freebody 2003) and singular, fixed notions of literacy pedagogy will remain.

The following chapter offers a review of the research as well as the implications for further research in the fields of teacher education and literacy education. As a result of the implementation of the writing projects as a displacement strategy or an interruptor strategy (McWilliam 1995) on subjectivity, this final chapter offers suggestions towards the development of co-productive relationships which emphasises notions of production and collaboration rather than notions of reproduction and supervision in teacher education.

## CHAPTER 7

# Conclusion: Moving towards co-productive and interactive spaces

### Introduction

In an attempt to contest the creative through a reframing of “creative writing” within a critical social literacy pedagogy, this research project has demonstrated how theory as a set of values and beliefs can empower and transform teacher practice. Without such theoretical understandings, this research could not have identified the shortcomings in the unit in terms of planning and assessment issues in order to redress those inadequacies in the future. Indeed, exploring and contesting theories of English and literacy teaching and learning was a valuable and necessary part of the teacher’s own challenge of locating the teaching of writing within a socio-cultural view of literacy. (Writing Project 2004)

The above extract is from the final chapter of one of the Secondary English pre-service teachers’ writing projects. This pre-service teacher challenged her initial assumptions of teaching and learning. Her first degree was in Arts and she had done a major in creative writing. This particular writing project reframed her initial assumptions of creative writing as a natural, innate and creative process into a socially constructed and interactive practice. The writing project in conjunction with her practicum experiences challenged and relocated her initial assumptions of teaching and resulted in her colleague teacher commenting that she had never seen her students write so well and that [the pre-service teacher] had fostered this in her students (Research Journal, 5 August 2004). This extract demonstrates how pedagogy can become a legitimate site of educational reform (Brodkey 1996) which is directly transferred to students’ literacy learning in the classroom.

This final chapter seeks to position issues raised in the thesis within the field of teacher education and literacy education. It consists of five separate sections which work towards viewing pedagogy as a legitimate site of educational reform

(Brodkey 1996). Section 7.1 reviews the research in terms of the design and redesign of the literate habitus (Bourdieu 1990). It argues for a pluralist, productive and flexible design for literate practice. Section 7.2 investigates the discursive effects of teacher education discourses on pre-service teachers. It discusses discourses in relation to the typology of 'doing' and 'being done to' (Lee 1993, p.248) and the effects these have on pre-service teachers' pedagogies. Section 7.3 considers the notion of re-design on subjectivity, which involves displacement strategies and co-productive partnerships in teacher education. Section 7.4 concludes the discussion with a consideration of the implications in this thesis of the interconnection of the three disciplinary sites of post-critical writing pedagogy, feminist theory and discourse analysis for literacy and literacy pedagogy. Section 7.5 ends with a final discussion on moving towards co-productive and interactive spaces in teacher education.

## 7.1 Pluralist notions of literacy pedagogy

### 7.1.1 Repositioning pedagogy

The thesis, in its first six chapters, has demonstrated that literate practice is not unitary and fixed in its construction but involves a flexible repertoire of practices. As argued in Chapter Two, literacy practice and more particularly literacy pedagogy has transformed into pluralist, interactive and productive notions involving design, redesign and production. This thesis has demonstrated that literacy pedagogy and its associate literate practices need to be resituated from the referential to the representational so as to provide future multi-modal users with the resources to make meaning from their discursive interactions. These meanings, however, are socially, rather than individually, produced (Kress 1996b). Texts are therefore powerfully positioned as the product of these social interactions (Kress 1996b). Kress (1996b) gives the instance of

... two people jointly writing a text via electronic mail, the distinction between reading and writing dissolves into a quite different process where reading leads to its expression in immediate (re)writing; reading is no longer "silent". (p.20)

The production of these new multi-modal texts and textual practices therefore has consequences for how literacy pedagogy is addressed in teacher education. The notion of interactivity, which involves the writer writing back as well as developing other relations with other texts, demands a focus on the interactive and productive rather than passive and reproductive (Kress 2003, p.5). The collaborative

revisionary practices produced an interactive relationship between all writers involved. The implementation of the writing projects and the associated collaborative revisionary practices sought to demonstrate to pre-service teachers how meanings are socially produced and how their texts are a product of their social interactions which can be at times contradictory and fragmented.

This thesis has argued that the revisioning of pedagogy and, subsequently, subjectivity involved notions of production and co-productive relationships (Green 2005; Lee 1998; Lee & Boud 2003). The thesis sought to make problematic, through the implementation of the interruptor strategy (McWilliam 1995) of research as writing (Lee 1995/1996, 1998), pre-service teachers' initial assumptions of teaching, which were based in referential, fixed notions of literacy pedagogy. Repositioning pedagogy meant representing texts and textual practices. A significant point made throughout the thesis was that genre had to be repositioned in teacher education to reposition pre-service teachers' subjectivities and pedagogies. The research utilised the genre of research writing as personal writing (Lee 1995/1996) together with discourse analytic techniques (Rowan 2001) to reposition pedagogy. This demonstrated the dichotomy between 'the constraining effect of existing resources, and the dynamic of new demands ... in which the existing resources are fully understood in their limitation as much as their potential ...' (Kress 1996a, p.66).

This thesis positioned revision and rewriting as central in the remaking of signs and the self in pre-service teachers' literacy pedagogies (Kamler 2001). Teacher education has traditionally focused solely on writing practices, rather than rewriting practices. These practices construct subjectivity as passive and gendered (Gilbert 1989) whereby the personal is constructed as largely untheorised (Kamler 2001). This thesis argued that subjectivity needs to be displaced through textual interventions, such as discourse analytic methods (Rowan 2001), to resituate pre-service teachers in alternative spaces in the construction of subjectivity. Equally important to the construction of subjectivity was the collaborative and co-productive relationships between all stakeholders in this teacher education site, such as lecturers, colleague teachers, pre-service teachers and school students. The research drew from doctoral education research the significance of these co-productive relationships and their importance in the construction of subjectivity (Green 2005; Lee 1997; Lee & Boud 2003; Malfroy 2005).

This research used the twin processes of writing/rewriting to reposition pre-service teachers in more productive designs on pedagogy. The double process of writing/rewriting positioned language not as fixed and stable, but as fluid and constantly open to change from the social. Stability, through the writing and revision of the writing projects, was seen not as a fixed representation but rather in varying degrees that took into consideration the social, such as the institutional contexts and the degrees of power of the participating individuals (Kress 1996a). Revisioning pedagogy through the process of rewriting became a central feature in the remaking of subjectivity (Kress 1996a, 1996b).

The act of writing/rewriting the writing projects has been about self-knowledge (Lather 1999; Richardson 1998). Both the writing and rewriting process had the discursive effect of pre-service teachers rewriting their subjectivities. The writing projects became a process of writing their subjectivities rather than the product (Richardson 1998). Further involved in the process of rewriting was the process of negotiation (Green 2005; Lee 1998; Lee & Boud 2003). The process of pre-service teachers continually reconstructing their practice as a result of changes in their initial assumptions of teaching, in negotiation with the senior lecturer and researcher, made transparent to pre-service teachers their own knowledge construction and representations.

## 7.2 Discursive effects of teacher education

### 7.2.1 Binary oppositions

This section reviews the findings of the research in relation to the discursive effects that the powerful discourses in teacher education in one local site have on pre-service teachers' subjectivities. Chapter Four identified the binaries in teacher education discourses. This research found that these discourses are situated in a critical dissonance discourse which produced impositional tendencies on pre-service teachers' subjectivities (Cochran-Smith 2004). As the initial question of the research focused on understanding how Secondary English pre-service teachers constructed their subjectivities, these findings suggest that these teachers are entrapped and resistant to constructing their pedagogies due to the impositional tendencies of the teacher education discourses. The effects of these powerful discourses on pre-service teachers' subjectivities are detailed in Chapter Five.



To illustrate the findings of the second question of the research, which focused its attention on how the writing projects reposition the Secondary English pre-service teachers and the implications this repositioning has on students' learning, it is necessary to frame the discussion around binary oppositions. As this research positioned itself in double visioning or double reading practices, the first stage of double reading involved identifying the binary oppositions which structure an argument (Grosz 1989; Lather 1996, 2004, p.205). The significance of using the words 'doing' and 'being done to' (Lee 1993, p.248), which was discussed in Chapter Four, related directly to notions of design and production. 'Doing' related to words such as production, action and reconstruction. The words, 'being done to', on the other hand, correlated with words such as reproduction, accommodation and resistance. Both these sets of words have a different relationship to power. Power was positioned as both repressive and productive (Foucault 1980; Gore 2002) depending on which discourses it was positioned more strongly within pre-service teachers' subjectivities. Table 23 demonstrates the discursive effects that these discourses have on pre-service teachers' subjectivities.

**Table 23: Discursive effects on pre-service teachers' subjectivities**

<i>Stages of research</i>	<i>'Doing' discourses</i>	<i>'Being done to' discourses</i>
Bachelor of Teaching Program (2003)	Subjectification	Identification, documentation
Pre-service teachers (2003)	Pragmatism, limitations	Accommodation, resistance
Pre-service teachers (2004)	Ownership, Situated Methodology	Disenfranchisement
Discursive effects	Agency, production, reworking, collaborative, desire	Lack of agency, reproduction, resistance, individualist, needs

The middle column of this table relates to discourses which position pre-service teachers in 'doing' discourses. These relate to action, production and the reconstruction of pedagogical practices. In the first year of the research many pre-service teachers were positioned in all four discourses at various stages: pragmatism, limitations, resistance and accommodation. At this stage of their first year of teaching, these discourses were positioned in a dominant discourse of needs (McWilliam 1993). As these discourses were also situated in a critical dissonance discourse it was difficult for pre-service teachers to obtain ownership of their pedagogies (Cochran-Smith 2004).

The discourse of pragmatism and the discourse of limitations in Table 23, however, relate to the binary word 'doing', even though both discourses were situated in a critical dissonance discourse. The discourse of pragmatism was about pre-service teachers' need to understand the pragmatics of their practice. The discourse of limitations related to their need to address and take action on limitations in both their classroom practice and their theoretical knowledge. The implementation of a displacement strategy or interruptor strategy (McWilliam 1995) on these discourses in the second year of the research involved the second stage of the double reading process which reversed or displaced negative terms into more positive terms. This was demonstrated in the production of the two discourses related to production and reconstruction: the discourse of ownership and the discourse of situated methodology. These two discourses displaced the earlier discourses of limitations and pragmatism in pre-service teachers' constructions of subjectivity.

The discourse of ownership emphasised productive practices, which worked towards producing interpretative and representational resources to improve pre-service teachers' pedagogies. These productive practices emphasised new theories of meaning being produced that demonstrated 'transformation in use' (Kress 2002). This discourse further demonstrated a decentring of power in pre-service teachers' relationships with colleague teachers and lecturers, which repositioned them as experts in their own designs on pedagogy.

The discourse of situated methodology, furthermore, made explicit the construction of critical frames of interpretation on pre-service teachers' pedagogies, whereby they read their pedagogies against the grain (Cochran-Smith 1991, 2004; Cochran-Smith & Lytle 1993; Davies 1994; De Lauretis 1987; Taylor 1995). Pre-service teachers became not only makers but critics of their own pedagogies (Kamler 2001). These discursive effects related to the third stage of the double reading process which involved transcending the binary logic by simultaneously being both and neither of the binary terms (Grosz 1989; Lather 1996, 2004). Rather than read their pedagogical practices as natural and fixed they became suspicious of their pedagogies as texts (Lather 1991b).

The column categorised as 'doing' in Table 23 also critically demonstrates the importance of working within collaborative resonance discourses within teacher education (Cochran-Smith 2004). Subjectivity was viewed in this research as collaboratively produced rather than individually reproduced. This research,

through the implementation of the writing groups and its associated writing projects, positioned reciprocity as a critical factor in the construction of productive pedagogies. Reciprocity was deemed a fundamental ethical and pedagogical imperative in the construction of subjectivity (McWilliam 1995). The thesis also positioned difference in both experience and expertise as productive in the construction of pedagogical practice (Lee & Boud 2003; Saunders et al. 1999). Difference was situated in more positive terms – as productive – rather than positioned in deficit discourses, which was clearly evident in the first-year discourses of the pre-service teachers in Chapter Five.

The column categorised as ‘doing’ in Table 23 furthermore illustrates how the previous first year’s dominant discourse of needs (McWilliam 1993), which related to the discourses of pragmatism and limitations, was transferred into a discourse of desire, which related to agency, change and the production of subjectivity. The transference from needs to desire fundamentally related to questions of power, that is, ‘of who it is that produces which account of the social world’ (Lee 2000, p.189). In relation to pre-service teachers, this research found that those who actively designed, produced and reconstructed their pedagogies were positioned more within a discourse of desire rather than within a needs discourse. Furthermore, the transference of desire and, in the process, ownership was replicated in the pre-service teachers’ relationships with students. This illustrated that not only was knowledge transferred as a result of these intense, collaborative relationships but also desire (Green 2005).

Desire was positioned within this thesis as both positive and productive (Lee & Boud 2003) as it produced change in pre-service teachers who constructed new forms of self. Lee and Boud maintain, ‘What is necessary for any productive enhancement of skills and capacities ... is the desire to use them to engage in a community of practice that recognises and rewards the user’ (2003, p.197). This research found that when pre-service teachers were situated in a collaborative resonance discourse, through the implementation of the displacement strategy or interruptor strategy (Cochran-Smith 2004; McWilliam 1995), they were given recognition and reward for their productive capacities. Chapter 6, Part Two illustrated instances of their productive capacities in the research such as the creation and sale of a CD-ROM with students to improve student facilities; the creation of a whole school spelling program for at risk students; the implementation of critical writing workshops and inclusive classroom plans. These

examples illustrated the assembling and reassembling practices which positioned pre-service teachers as bricoleurs (Honan 2004). These practices also illustrated empowerment, which is ‘a process one undertakes for oneself, it is not something done “to” or “for someone”’ (Lather 1991a, p.4).

The last column in Table 23 concerns issues that relate specifically to the words ‘being done to’, which placed pre-service teachers predominantly in a needs discourse (McWilliam 1993). The discourses of resistance and accommodation in the first year of the research, which were discussed in Chapter Five, highlighted the impositional tendencies of the teacher education discourses on pre-service teachers in one local site. Pre-service teachers within these discourses were constrained and struggled to gain ownership of their pedagogies. The research found that when the powerful categories of teacher education were not displaced, pre-service teachers stayed positioned and fixed within these powerful, restrictive categories, positioned mainly as students rather than as teachers. Rather than repositioning themselves into alternative spaces for subjectivity, these pre-service teachers stayed positioned within the accommodation and resistance discourses of the first stage of the research.

This research found that one of the effects of not relocating to alternative discourses was that these pre-service teachers cannot double vision their pedagogies (Davies 1994). This highlighted that pre-service teachers’ reading of their pedagogies was dependent on their positioning within a discourse (Kress 1985). These pre-service teachers stayed positioned as students as they could not recognise their experience of being within and constituted by the master discourses (Davies 1994; Luke & Gore 1992). Double visioning their practice destabilised and disrupted their storylines and texts rather than giving them a sense of being a consistent and continuous person. These pre-service teachers showed resistance to destabilisation, preferring continuity and stability which gave them a sense of control over their lives (Davies & Banks 1995). The displacement strategy of the writing projects was positioned by these pre-service teachers as a disruption rather than as an interruption to pedagogy. The effect of these strategies was that the conversation was stopped rather than the topic changed (Brodkey 1996).

This thesis has argued that individualist, personalised, fixed notions of pedagogy position pre-service teachers as passive and resistant to change. Previous work in educational research and teacher education has focused on problematising the

personal through the genres of narrative, biography and autobiography. These efforts have had the effect of constructing the personal as constrained and unread (Kamler 2001). This research has found, as discussed in Chapter Six, Part Two, that those pre-service teachers who do not reposition their pedagogies as flexible, pluralist or productive, endorsed categorisations of blame in literacy failure (Freebody & Baker 2003). Furthermore, the valuing of stability and continuity in pedagogy worked towards inequitable relationships with lecturers, colleague teachers and students alike. As a result, emphasis was placed on control rather than the negotiation of knowledge claims in a discourse community. In addition to this, texts were not viewed as multi-modal but fixed representations of truth.

Table 23 additionally illustrates the institutional effect of authority on pre-service teachers (Amirault 1995) who were, as an effect of discourse, disenfranchised from their own pedagogies. The discourse of disenfranchisement, discussed in Chapter Six, Part Two illustrated how these pre-service teachers were disenfranchised and dislocated from their own pedagogies, their colleague teachers and their students. There was a constant struggle for ownership and agency towards their pedagogies. Relationships were thus constrained due to the 'being done to' discourses which positioned pre-service teachers as passive and resistant. Dislocation rather than relocation situated these pre-service teachers 'embodying the very traditions they hoped to change' (Britzman 1991, p.33).

## 7.3 Re-designing pedagogy

### 7.3.1 Displacing subjectivity

This section demonstrates the importance of not only design and redesign on pedagogy, but also *re*-design. This thesis argues that pre-service teachers should not only design and redesign or refine their pedagogies but also constantly be in a process of re-design (Kamler & Comber 2003/2004; Luke 1998; New London Group 1996). Re-design involves a displacement of subjectivity to acquire agency. This definition implies that re-design occurs only when there is critical subjectivity, which is produced by a double practice (Lather 1997, p.239). The term re-design is used, similarly to Taylor's use of re-production, to 'emphasis agency in the social processes involved, and therefore the potential to change' (1995, p.5).

Poststructuralist metalanguage positions re-design in a number of ways: reordering, decentering, relocating, displacing, reversing, repositioning, inverting, inventing

and reinscribing. As Weedon maintains, ‘The political significance of decentering the subject and abandoning belief in essential subjectivity is that it opens subjectivity to change’ (1997, p.33). The decentering of the pre-service teachers’ subject positions in the research therefore worked towards a ‘reconceptualisation of agency from subject-centred to the plurality and agency of meaning’ (Lather 1991a, p.120). Humanist assumptions on the essence of being situate stability as a goal of subjectivity. This thesis has strongly argued that these fixed assumptions need to be problematised in an era of instability (Kress 2002).

### 7.3.2 Displacing categories in teacher education

This thesis situated re-design as the reordering or the displacement of the powerful categories in teacher education in order to reposition pedagogy. Re-design refers to a discourse of situated methodology (Lather 1997). Situated methodology can be viewed as ‘the deconstruction of the theory/practice binary that gestures toward a third space of both/and and neither/nor of theory and practice’ (Lather 1997, p.235). Reordering involved changing the boundaries of the order of discourse (Fairclough 2001). The following typology demonstrates the effects of the displacement strategy (Grosz 1989; Lather 1996, 2004) on pre-service teachers’ subjectivities by reordering some of the major categories in this particular teacher education site. Each of these categories will then be discussed in relation to the findings of the research.

#### *Re-ordering categories in teacher education*

- Experience was textual, discursive/personal, lived and real
- Research writing was personal/ rational
- Research genre was about writing/research
- Writing was collaborative/individual
- Pre-service teachers were analysts, designers, bricoleurs/ theory and data collectors
- Supervision was collaborative/control
- Professional relationships were co-productive, collaborative/ individually focused
- Knowledge was collaboratively produced/ individually transmitted
- Gender was viewed as socially constructed/biological
- Inclusion was viewed as inclusion of all/defining characteristic, disability

Re-ordering these categories in this teacher education site involved working within/against the discourses within teacher education (Lather 1991a, 1991b). This required pre-service teachers to attend to the textual operations of their own production and organisation of meaning (Lather 1991a, 1991b). Problematising these productions through discourse analysis made visible to pre-service teachers

their own social construction. This research identified discourse analysis techniques as making 'writing problematic' (Lee 2000, p.197). An emphasis on the analysis of language through poststructuralist theory was about discourse on discourse (Lather 1991b). As Lather argues, 'The ways we speak and write are held to influence our conceptual boundaries and to create areas of silence as language organises meaning in terms of pre-established categories' (1991a, p.111).

This research sought to displace the constrictive binaries in pre-service teachers' thinking. This was achieved by applying the deconstructive process of double reading (Grosz 1989; Lather 1996, 2004) to the research. The first year of the research sought to understand the binaries within an argument the first stage of the double reading process (Grosz 1989; Lather 1996, 2004). Chapter Three demonstrated the power of teacher education discourses on producing binary categorisations in pedagogic practice. The research found that the social ordering of relationships in teacher education discourses positioned pre-service teachers as marginal to the more dominant discourses in teacher education. Binary categorisations were found to constrain subjectivity by producing impositional tendencies, which positioned pre-service teachers as passive and controlled subjects of discourse.

To put these powerful binary categories under erasure (Derrida 1976) meant displacing pre-service teachers' subjectivities. This involved the second and third stages of the double reading process (Grosz 1989; Lather 1996; 2004), which related to the displacement of these binaries with a more positive term and involved moving to a space in both/neither of these categories. This research employed a displacement strategy through the twin processes of writing/rewriting. In fitting with the reordering of discourse, this research reordered the social practice of research writing. Research writing was repositioned with writing, rather than research, as its focus. Research was positioned secondary to the writing process (Lee 1998; Lee & Boud 2003). Research writing became more about the personal production of knowledge (Lee 1997; Lee & Boud 2003). The personal was situated as the more dominant category in the production of knowledge rather than the rational. One of the effects of repositioning writing was that the writing was situated as both rational and personal.

This research used the structural and linguistic features of the research genre and its writing process to reposition subjectivity. The various stages of the research

represented a way in which pre-service teachers situated time as a discursive site of struggle (Britzman 2000). The research text as a genre also represented a way of making visible the different performances of subjectivity. Each of the chapters of the research text represented different performances of the self (Kamler 1997). Chapter Six, Part One made explicit through the stages of the writing projects the multiple shifts in pre-service teachers' subjectivities. This demonstrated that subjectivity was not fixed and singular but multiple and at times contradictory. The ordering of the chapters in the writing projects in turn made visible for pre-service teachers 'a comprehension of their own fractured and fragmented subjectivity and [it] allows them to explore ways that patriarchal discourse is inscribed in their bodies and emotions' (Davies, 1992, pp.55-56).

This thesis argued that a repositioning of literacy practices for an era of instability called for a repositioning of genres that work towards re-design rather than constraint of pre-service teachers' subjectivities. The repositioning of the research text as personal problematised pre-service teachers' initial assumptions of teaching. Repositioning the research text as personal resulted in placing it as a deconstructive text, which 'is a point of interrogation where binary notions of "clarity" are displaced as the speaking voice uses its authority to disperse authority' (Lather 1991a, pp.9-10). This repositioning of the text proved invaluable for transformation (Kamler 1997) when pre-service teachers made visible the contradictions in their practice.

The use of research as writing in the research demonstrated the powerful role genre plays in subject production (Lee 1995/1996, 1998). This research, however, cautioned about attending to generic and linguistic practices alone. It argued that genres are socially constructed and construct certain reading and writing positions (Gilbert 1989). Teacher education has traditionally used the genres of narrative, autobiography and biography to investigate the personal and problematise pre-service teachers' initial assumptions of teaching. These genres have constructed the personal as natural and stable. These genres, or, more specifically, the way these genres are taught, does not position the personal as discursive or interactive. The focus on the natural and personal does not, however, problematise pre-service teachers' constructions of subjectivity. As Finders (1999) argues,

Our cultural stories so naturalise particular ways of thinking and seeing that we are unable to confront disjunctures between the lived experience and our cultural narratives of adolescence



without direct and repeated intervention. The lived experience is shaped by the available discourse. (p.259)

This thesis therefore repositioned experience in pre-service teachers' subjectivities as discursively produced rather than shaped by personal, lived experience. The double reading process (Grosz 1989; Lather 1996, 2004) situated reading the personal as political and discursive rather than as personal response (Finders 1999). Another category repositioned within the research was the category of writing as a solitary and individual process rather than as a collaborative process. The revision process as part of the writing projects repositioned writing as a collaborative rather than individualised activity. The revision of the chapters made explicit to pre-service teachers how their knowledge was discursively constructed (Lee 1997). Revision, or more explicitly, rewriting, refers to performance (Threadgold 1993). The double practice of writing and rewriting was positioned within the thesis as social action (Brodkey 1996; Lee 2000).

This research found that the rewriting practices and feedback involved in the writing projects were crucial in the production of subjectivity and in producing productive practices in the Secondary English pre-service teachers. Through reworking or rewriting their practices and assumptions of teaching, these pre-service teachers became bricoleurs. This displaced the category of pre-service teachers as data collectors (Kamler & Comber 2003/2004) as well as theory collectors towards a more powerful position of bricoleurs.

Bricoleurs, in this context, related to pre-service teachers being able to assemble and reassemble their resources (Honan 2004; Kress 2000). Lincoln and Denzin maintain that bricoleurs 'invent ways of repairing' (2000, p.1061). The writing projects through the continual stages of rewriting demonstrated to pre-service teachers that teaching was about the continual refinement and remaking of meaning rather than being viewed as fixed and stable in meaning. This thesis strongly asserted that the communicational world has placed the maker of meaning as central in these new arrangements; however, these meaning-making resources were being constantly reshaped Kress (2002).

One category that worked towards displacement in the research was the issue of supervision. The writing projects destabilised and displaced pre-service teachers' notions of supervision from a focus on control to collaboration. This research drew

on theory from doctoral research education the idea that supervision played a critical role in the practice of producing subjects (Green 2005). Supervision in teacher education traditionally relies on hierarchical modes of supervision based on control and dominance (Smyth 1991). The first year of the research highlighted the impositional tendencies of both the university and schools, which positioned pre-service teachers as controlled by the generational hierarchies (Kamler & Comber 2003/2004) in schools and the impositional role of the lecturers as 'transformative intellectuals' (Ellsworth 1989, 1992; Lather 1992a).

This research found that collaborative and co-productive partnerships rather than supervision worked towards shifting the position of power in this teacher education site. The writing projects, in addition to the collaborative rewriting practices which involved both the senior lecturer and researcher, had the effect of displacing supervision as control by repositioning and abandoning the role of 'transformative intellectual' (Ellsworth 1989, 1992; Lather 1992a) and dismantling the generational hierarchies (Kamler & Comber 2003/2004) within the research. Collaboration with pre-service teachers, rather than control, repositioned them in more collaborative, mentoring relationships with their lecturers, colleague teachers and students.

Repositioning collaborative practices as more significant than supervisory practices represented a reposturing of authority rather than a refusal of authority (McWilliam 1997). Green maintains that both parties, the supervisor and the supervisee, should be in a reciprocal relationship where, 'Each looks at the other, and sees themselves, differently' (2005, p.154). Supervision was thus seen as a community practice (Green 2005). Supervision within teacher education needs to evolve into a community practice among all stakeholders, that is, students, colleague teachers, pre-service teachers and lecturers.

In constructing a semiotics of co-production (Lee 1997) in teacher education, it is necessary to address the positioning of colleague teachers in schools in relation to the practices and knowledge of lecturers in the university context. Lee (1997) adapts the unpublished work of Poynton (1981) to utilise a grid, questioning how participants in a partnership between literacy specialists and subject-specialists negotiate a working relationship. This grid is particularly useful in relation to the role of the university in developing co-productive partnerships outside its institutional boundaries. Colleague teachers are in a similar position to academic literacy specialists in that they are defined by their maximum distance from the

lecturer. As Lee argues, ‘There is little expectation of, or understanding of, the nature of the work to be negotiated as being in any sense collaborative’ (1997, p.75). This raises questions of relations of power and what counts as knowledge.

This thesis found that colleague teachers, not unlike academic literacy specialists, were in a hierarchical relationship to knowledge in this teacher education site. As this research focused on the construction of pre-service teachers’ pedagogies, the pre-service teachers’ responses highlighted the colleague teachers’ position in these relationships. The relegation of colleague teachers’ knowledge to competency-based assessment forms on pre-service teachers teaching capacities was a position of subordination to the university discourses of disciplinary-based knowledge (Lee 1997).

Figure 1 below represents a four-way grid of relationships across two axes: one represents power and the other represents social distance. The points at the end of each axis are relational, for instance, ‘high power’ does not signify a possession of an amount of power but rather the capacity to dispense power (Lee 1997, p.75). The distance axis refers to such practices as the types of contact, length of contact and the basis of contact between participants. The colleague teacher in the school environment was at a maximum distance from the lecturers at university. Initial contact with the colleague teacher was made by the pre-service teacher and often did not involve lecturers. In establishing potential partnerships in teacher education, these initial steps positioned the colleague teachers and lecturers at maximum distance from each other.

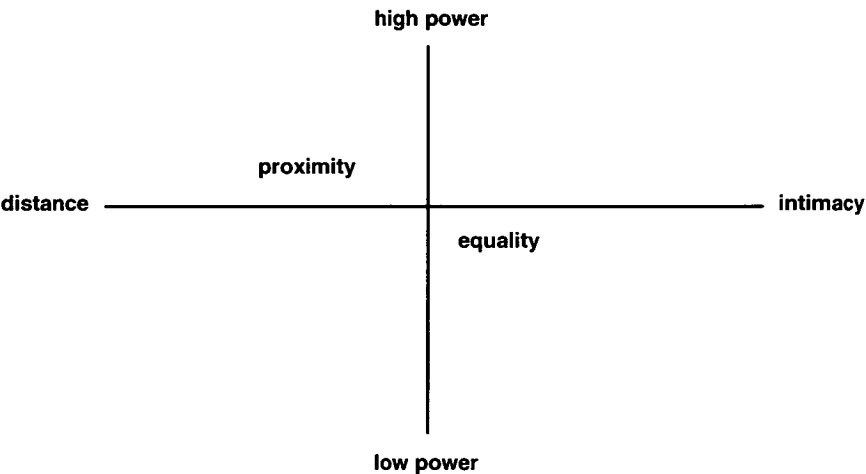


Figure 1: Axes of power and distance (Lee 1997, p.75)

The power axis locates participants in a relationship to the social practices which are determined in teacher education and this relates to their 'service functions', which in the case of colleague teachers are located in low power and a maximum distance to the lecturer ( Lee 1997, p.75). The colleague teachers were located in a position of low power because of the minimum amount of time allocated to the school practicum. In relation to what counts as knowledge within this teacher education site, the lecturer was positioned as an expert in disciplinary knowledge, whereas the colleague teacher was positioned as more experienced in the practical components of teaching. This research found that there was no formal building of shared knowledge about curriculum issues between colleague teachers in schools and the university lecturers. The Bachelor of Teaching program based its assessment of pre-service teachers' mainly on supervisory practices rather than on collaborative and co-productive, knowledge building practices.

Figure 1 also represents the relationships between pre-service teachers and their 'colleague teachers and university lecturers. In relation to the distance axis, pre-service teachers were positioned by a maximum distance from these supervisory relationships, whereby the forms of contact positioned them as passive and powerless. The implementation of the writing projects and the co-productive revisionary practices, however, positioned pre-service teachers in more intimate and constructive relationships in building their pedagogies. Contact was seen as productive and collaborative among all participants. This was about repositioning pre-service teachers not as students but as colleagues in their relationships in education contexts. Lee (1997) examines the notion of colleague and the effects working partnerships have on the individuals concerned. This thesis found that pre-service teacher education should work towards reordering the way in which relationships are conducted. Traditional hierarchical relationships should be reordered to position collaboration rather than hierarchy as critical in the development of pre-service teachers' pedagogies and subjectivities.

In relation to Figure 1, pre-service teachers were in a position of low power in their relationships with colleague teachers and lecturers. This research found that when pre-service teachers collaboratively built their knowledge through their working relationships with colleague teachers and lecturers, they were positioned more as colleagues. These collegial relationships became associated with desire and subjectivity rather than being associated with resistance and needs (Lee 1997). The

development of co-productive partnerships and capacities between lecturers, colleague teachers and pre-service teachers worked towards developing new school practices and teaching strategies. This was not to deny that this was 'emotional work of negotiating across different territories with the institution. Such work is carried out ... within complex relations of power' (Lee 1997, p.78).

By drawing the discussion back to the examination of the reordering of categories in teacher education, it is necessary to mention the last two categories displaced in this research. These categories related to categorisations or 'target group' logic which currently exists in literacy education (Freebody & Baker 2003). Freebody and Baker call for a suspension of these explanatory constructs as they have four detrimental consequences,

First, they serve to colonise everyday experience, overwriting the practical and multiple purposes through which people prosecute social life. Second, they enable the commodification and thus marketing of a selection of practices taken to index this valued commodity. Third, they enable their own perpetuation through the use of test-development and data-analytic techniques that purport to measure literacy. Fourth, they present an imaginary and almost infinitely variable "standard" against which the cultural level of various individuals and communities can be normatively gauged. (2003, pp.230-231)

With regard to the category of gender there was a shift in pre-service teachers' thinking from an emphasis on the biological and natural towards the social construction of gender. Gender was a critical category which needed to be displaced as it could lead to the contribution and circulation of gender norms (Rowan et al. 2002). Similarly, the category of inclusion in pre-service teachers thinking shifted from a 'target group' logic (Freebody & Baker 2003) towards constructing equitable relationships with all students. In relation to literacy education, these categorisations needed to be displaced and replaced with alternative constructions of literacy as a social practice, such as the material, interactive and the institutional (Freebody & Baker 2003, pp.237-238).

### 7.3.3 Reordering delivery of teacher education practices

The reordering of categories in this research is essentially about reordering the way teacher education is delivered. When teacher education programs are situated in a critical dissonance discourse, such as the Bachelor of Teaching program, the focus is on interrupting pre-service teachers' school-based experiences and emphasising alternative teaching strategies (Cochran-Smith 2004). Cochran-Smith argues that,

Programs that aim to create critical dissonance are intended to be transformative, to help students broaden their visions and interrogate their own perspectives. Unfortunately, these programs have had limited success. Critical reflection is difficult, especially because co-operating teachers who do not have reflective skills themselves often co-opt the effort. (2004, p.26)

Teacher education programs on the other hand, which are based in a collaborative resonance discourse, position pre-service teachers and colleague teachers differently. Instead, the strategies employed include: placement of pre-service teachers in sites where reform and restructuring efforts are underway; collaborative projects by both colleague teachers and pre-service teachers; curriculum and methods courses taught and critiqued in both university and school settings and joint program planning and assessment by teacher educators and teachers (Cochran-Smith 2004). Positioning learning first rather than teaching, changes the relations of power in teacher education. A shared commitment towards a community of learners should be more highly valued than a system based on traditional hierarchical relationships.

## 7.4 Implications of the research

### 7.4.1 Recommendations of the research

This section discusses the implications of this research and provides recommendations that work towards improving teacher education practices and literacy pedagogy. It draws on the three broad disciplinary sites used in the research to suggest productive and possible future research commitments that work towards the continual development of initial teacher education to meet the demands of technology and the reconstruction of the global economy. Research in both literacy education and teacher education serves as a significant and critical interpreter in these new multi-modal representations and communication and in the production of human dispositions which support these technological innovations and changes (Kress 2002).

This thesis draws from the three domains of post-critical writing pedagogy, feminist theory and discourse analysis work towards constructing a theory which raises questions about the construction of a literate habitus (Bourdieu 1990) in this era of instability (Kress 2002). The first domain of post-critical writing pedagogy situates pedagogy as a text open to deconstruction. Experience is viewed as textual

and representational rather than personal, lived experience. This domain is interested in how subjectivity, language and power are positioned within discourses of teacher education. A feature of this domain is the notion of supervision and supervisory relationships in the construction of subjectivity drawing from doctoral research education. Equally critical to this domain is the notion of writing as a social practice as well as a social process of negotiation and co-production.

The second domain, feminist theory, is interested in agency and change as well as the social and political practices which seek to 'read against the grain' (Cochran-Smith 1991, 2004; Cochran-Smith & Lytle 1993; Davies 1992; De Lauretis 1987; Taylor 1995). Critical to this disciplinary site is reciprocity that works towards addressing the invisibility of pre-service teachers' subject positions in teacher education (Lather 1995). Reciprocity is deemed a fundamental ingredient in the construction of pedagogy (McWilliam 1995). The last domain this research draws from is discourse analysis which seeks to understand how language is used in social practice. Discourse analysis is positioned in this thesis as social action that works towards changing the orders of discourse in teacher education (Fairclough 2001; Lee 2000; Luke 1997; Taylor 2001).

One of the most critical discussion points made in this thesis centres on the notion of subjectivity. Subjectivity theorised through poststructuralist and feminist frameworks cannot be displaced unless certain categories are displaced or reordered in the dominant discourses that surround the production and construction of subjectivity. In relation to teacher education, problematising pre-service teachers' subjectivities necessitates problematising the boundaries of the order of discourse in teacher education (Fairclough 2001). A re-design of subjectivity places emphasis on making, that is, on productive and collaborative practices (Green 2005; Kress 1996b, 2002). This means that teacher education discourses which are represented in 'being done to' discourses need to restructure and change their relationship to knowledge and social relationships so that they are represented in 'doing' discourses (Lee 1993).

One significant recommendation that this thesis puts forward is that teacher education institutions need to examine how their dominant and contradictory discourses position pre-service teachers. This research found that when pre-service teachers are situated in discourses which position them in 'being done to' categories rather than 'doing' categories, they are constrained in the reconstruction

of their subjectivities (Lee 1993). As a result these pre-service teachers reproduce rather than produce their own pedagogical practices. A repositioning of the organisation of knowledge and social relationships in teacher education repositions the conditions and spaces for the construction of subjectivity of pre-service teachers based on re-design. Teacher education needs to position itself as continually redefining and deconstructing its binaries in knowledge production so as to construct spaces that are 'both/and and neither/nor' (Lather 1997).

Re-ordering the social relationships in teacher education has implications for repositioning students in schools. Students are positioned within this era of instability as taking on new roles such as 'learner, transformer/maker' (Kress 2002, p.134). This is about displacing the traditional student role as passive and responsive, and repositioning them as active and interactive makers of their own meanings. In terms of literacy education practices need to become productive and focus on design and redesign. As Green argues, '... it is important to work with an informed, productive view of literacy, one that is sufficiently complex and properly multi-dimensional' (2002, p.31).

Another recommendation of this research is to situate pre-service teachers in more stronger, negotiable and equitable positions in relation to their assessment. The structure of the writing projects allowed for pre-service teachers to negotiate and revise their work in their process of becoming a teacher over a long period of time. Assessment was formative rather than solely summative. Collaborative writing/rewriting practices with the senior lecturer and researcher demonstrated the effects of providing constructive feedback on pedagogy on a continual basis over a series of stages. This reflects the current Tasmanian curriculum framework of the Essential Learnings (Department of Education Tasmania 2003) which positions formative assessment practices as critical in the life-long learning of school students.

A further recommendation is that teacher education institutions need to reconsider their social practices of problematising pre-service teachers' subjectivities through genres such as narrative, biography and autobiography. These genres need to be taught differently as they constrain pre-service teachers from reconstructing pedagogy. Pre-service teachers need to have access to theories of representation rather than stabilisation which problematise their initial, fixed assumptions of teaching and the binarisms in their knowledge construction. Through using



poststructuralist strategies such as discourse analysis (Rowan 2001) this works towards double visioning subjectivity rather than naturalising particular ways of thinking (Davies 1994).

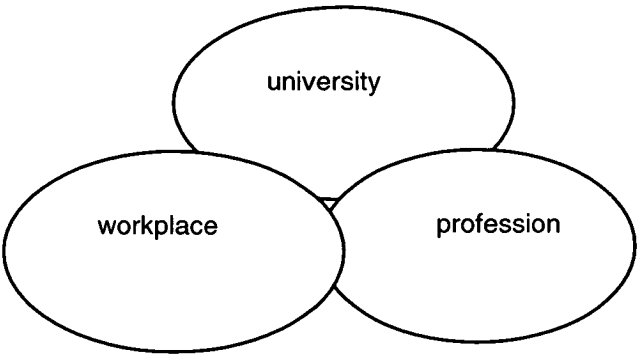
Another recommendation to be considered is that for productive and interactive practices to occur in both teacher education and literacy education, there needs to be a reconstruction of the organisation of knowledge in the university context. Green argues, 'Doctoral pedagogy is as much about the production of identity, then, as it is the production of knowledge' (2005, p.162). In relation to teacher education, therefore, pedagogy is not only associated with the production of subjectivity but the production of knowledge. To provide pre-service teachers with the semiotic space to reconstruct pedagogy, we need changes to the organisation of knowledge in teacher education. This concerns the 'organising "structure" for supervision pedagogy' (Green 2005, p.162), which involves the negotiation of pre-service teachers together with their lecturers and colleague teachers on their relevant school practicum experiences and fields of subjectification.

This thesis argues that the university is being displaced as the primary site for the production of knowledge (Lee, Green & Brennan 2000). The displacement of knowledge in the university context involves the exploration of other practices of knowledge generation and supervision (Malfroy & Yates 2003; Malfroy 2005). In the case of doctoral candidates, this means that they

... negotiate relationships with the practice sites in which their research will be carried out, and to which it will in important ways be referenced; with the profession of which they are a member; with the idea of professionalism itself; and with the university, still the primary credentialing body and still the custodian of the doctoral enterprise. (Lee, Green & Brennan 2000, p.125)

Similarly, with pre-service teacher education there needs to be a displacement of knowledge production and organisation based on hierarchy and a shift towards a view of knowledge produced in context of its application. This type of knowledge production includes a wider and more temporary and heterogenous set of practitioners collaborating on problems defined within particular sites (Lee, Green & Brennan 2000). Lee et al. (2000, p.127) raise the issue of new types of knowledge and new types of relationships which work towards developing partnerships in which both higher education and the workplace have some expertise and authority that is mediated via the program, supervision and other

experiences of doctoral students. These authors use Figure 2 to represent the intersections between the university, the candidate’s profession and the particular work site of the research. These sites offer opportunities for challenging the binary of ‘research’ and ‘practice’ to accommodate new ways of researching (Lee, Green & Brennan 2000).



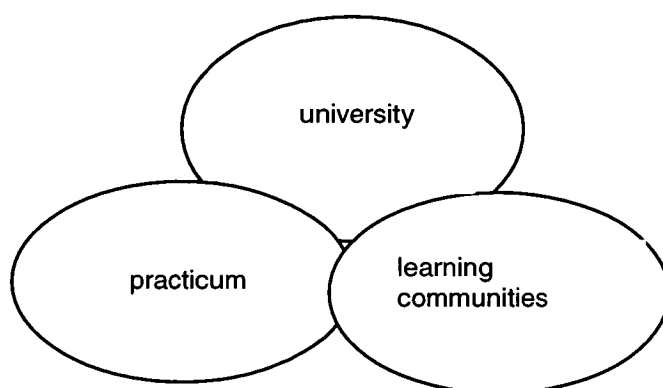
**Figure 2: The hybrid curriculum of the professional doctorate (Lee, Green & Brennan 2000, p.127)**

In comparison to teacher education, pre-service teachers situate their knowledge in two particular discursive sites, the university and their practicum experiences, set up in a binary relationship of ‘theory’ and ‘practice’. In relation to Figure 2, pre-service teachers are positioned in both the university and the workplace sites when they are on their practicum experiences. This thesis argues that there needs to be a repositioning of these sites to include elements of their profession, which positions them within the teaching profession by attending meetings and other associated professional practices of being a professional teacher. It recommends the formal construction of learning communities between the university and schools. These learning communities would be composed of ‘school-based cooperating teachers, university-based program directors and course instructors, and student teachers and supervisors’ (Cochran-Smith 2004). Figure 3 represents the reorganisation of sites in teacher education, based on collaborative resonance (Cochran-Smith 2004).

Figure 3 represents the reorganisation of pre-service teachers’ knowledge construction involving three particular discursive sites: the university, the practicum and learning communities. Reorganising pre-service teachers’ knowledge into these three sites constructs education as a community group. Malfroy and Yates argue that,

... what was highly important was the group, both in the sense of the joint student/staff group that made up the blocks and

seminars and the new knowledge that was seen by all as developing in this context, and in the sense of the overall profession or community group. (2003, p.128)



**Figure 3: A hybrid curriculum of pre-service teacher education**

An emphasis on group work changes the focus on individuals (Lee & Boud 2003; Saunders et al. 1999). This change in focus addresses the issue of supervision. Changing the emphasis on supervision does not change hierarchy; however, it does deemphasise it and changes the relationship to co-learners (Malfroy 2005). It also repositions colleague teachers as important contributors in pre-service teachers' knowledge construction, outside the practicum. Seminars held in both the university and school contexts would reposition the production of knowledge in a number of discursive sites, not just the university (Malfroy 2005). This has further implications in how pre-service teachers are assessed, where the focus changes to enhancing student learning (Cherednichenko & Kruger 2002).

## 7.5 Conclusion

The implications of this research as discussed in this final chapter argue for teacher preparation programs that work towards greater coherence and stronger partnerships (Skilbeck & Connell 2005). A recent report on the Bachelor of Teaching program makes recommendations on extending the partnership beyond the school practicum and creating more equal partnership relationships between university lecturers, colleague teachers and pre-service teachers (Skilbeck & Connell 2005). This report argues,

There is a growing realisation among teacher educators that school experience is not an appendage to university study but that teachers in schools have as much to contribute as have academics ... in our view the school should be to teacher education as the hospital is to nurse or medical education or the

worksite, studio and office are to the architect and engineer.  
(Skilbeck & Connell 2005, p.12)

This recommendation points to teacher education institutions, such as this particular teacher education site, which work towards displacing the constrictive categories of 'theory' and 'practice' that have traditionally constructed teacher knowledge and pedagogy. This in turn positions pre-service teachers within alternative sites in the construction of subjectivity and pedagogy.

These collaborative and interactive partnerships and practices work towards constructing not only semiotic space for pre-service teachers to reconstruct pedagogy, but also contribute to the construction of co-productive spaces for all stakeholders involved in teacher education. Teacher education needs to be able to assemble and reassemble its own practices to position pre-service teachers as bricoleurs. These collaborative and interactive practices will then become a critical resource in the reconceptualisation of literary and teacher education practices to interpret and understand new forms of representation.

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## Appendixes

Appendixes A–C: Pre-service teachers survey questions

Appendixes D–E: Informal interview questions

## Appendix A

### Pre-service teachers survey questions before second practicum

1. What do you think a good teacher of English/Literacy is?
2. What kinds of English/Literacy teaching practices have you observed while on your first practicum experience?
3. Do you think reflection is important for you as a teacher?
4. What have you found beneficial in the first practicum experience that you have attended so far?
5. What do you think would make it a more worthwhile practicum for you?
6. What would you like to know more about to improve your practice?



## Appendix B

### Pre-service teachers survey questions after second practicum

1. What do you consider an English teacher should be now that you have done some teaching?
2. What perspectives of English teaching do you think that you come from?  
Why do you think that you come from this perspective?
3. Were you able to teach from this position while on your second practicum?
4. What position did your colleague teacher come from? How could you tell?
5. Were there any issues in the classroom that you had difficulty with?
6. What areas of English teaching would you like to know more about?

## Appendix C

### Pre-service teachers survey questions after last practicum

1. What do you consider an English teacher should be how that you have finished your teaching degree?
2. What views of English have remained the same for you?
3. What views of English have changed for you?
4. What perspective of English do you come from? Why do you think that you come from this perspective?
5. What were you able to refine on your teaching practice while on Internship?
6. What issues or problems did you face on Internship?
7. Has the course assignment helped you refine your developing pedagogy? If so, in what ways has it contributed to your practice? If not, why not?

8. What have you learnt from undertaking the one assignment over the whole year of the course?
9. How did you find the format of the assignment spread over the entire year?
10. What improvements can be made to the Bachelor of Teaching course to better assist future pre-service teachers?
11. Have you past experiences influenced your research project? For instance, your previous degree? If so, how?

## Appendix D

### Informal interview questions for first-year pre-service teachers

1. What kinds of English teaching practices have you observed on your practicum?
2. What do you consider an English teacher should be now that you have done some teaching?
3. What have you found beneficial in the practicums that you have attended so far?
4. What have you found difficult on this practicum experience?

## Appendix E

### Informal interview questions after final second-year practicum

1. What views of English teaching have changed for you?
2. What were you able to refine on your teaching practice while on Internship?
3. What issues or problems did you face on Internship?
4. What have you learnt from undertaking the one assignment over the whole year of the course?
5. Has the course assignment helped you refine your developing pedagogy? If so in what ways has it contributed to your practice? If not, why not?